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ABSTRACT

Nineteen models for teaching major generalizations, concepts, and valuing processes in elementary social studies are described. Intended for use by elementary social studies teachers, the models can be used as self-contained units, introductions to a more extensive course of study, and supplementary materials to enrich existing programs. The models were selected from a large number of commercially available curriculum materials and from unpublished sources. The 12 models in Chapter I concentrate on concepts and generalizations of the "new" social studies. The topics focus on family life in Moscow, cultural differences, people in communities, acquiring energy, the Netsilik Eskimo, citizenship responsibility in America, the city, families in the working world, environment, the concept of community, European area studies, and rights versus responsibilities. The seven models in Chapter II aim at teaching valuing processes. The topics deal with personal values, moral development of young children, decision in a village family, role playing, and life in a Japanese family. For each model, a social science generalization or a valuing approach is presented, followed by a listing of processes and materials, description of the model, and evaluation instructions. Chapter III presents annotated resources used in creating the programs in Chapters I and II. Additional books, booklets, and multimedia materials are annotated. Publisher, price information, and references are included. (Author/DB)

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SUCCESSFUL MODELS AND MATERIALS FOR ELEMENTARY SOCIAL STUDIES

by

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and

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FOREWORD

This paper is a part of the continuing effort of the ERIC Clearinghouse for Social Studies/Social Science Education and the Social Science Education Consortium to bring new materials and resources to the attention of educators in a selective and focussed manner.

Barbara Capron and Charles Mitsakos present here a variety of materials which, from their own extensive experience in elementary education, they believe will be valuable to elementary social studies teachers. They have selected, excerpted, and described models for teaching many of the major generalizations and concepts that are common in elementary programs. In addition, they present several approaches to values education plus references to give perspective to, and go beyond, the particular models they have presented.

The models presented here can be used as self-contained units, they can be adapted according to the teacher's own needs, or they can be used as introductions to the more extensive materials of which they are a part.

Irving Morrissett
Executive Director, Social Science
Education Consortium, Inc.
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Education

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Introduction

Elementary education has been a fertile field for innovation during the past decade. There have been many stimuli for innovation, among them a growing commitment to individualization, the development of open classrooms and open schools, and rapidly expanding curriculum brought about by new approaches to mathematics and science education. Innovation in elementary schools has had a strong impact on social studies programs; teachers have begun to question the validity of the traditional widening-horizons approach for teaching pupils who will become citizens in the global village of the 21st century. New social studies programs have been developed to meet the new educational needs emerging from our changing world society (see Haley 1972, annotated in Chapter III, section 4). Readers who are interested in a precise identification and discussion of these needs should refer to the National Council for the Social Studies (NCSS) "Social Studies Curriculum Guidelines," annotated in Chapter III, section 4.

The purpose of this booklet is to present selected new social studies programs that are responsive to these new educational needs. The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) frequently receives requests from elementary teachers for specific, practical help in teaching social studies. Although several methods textbooks are available, they seem to be designed primarily for preservice teachers and consequently contain much general narrative information which cannot be applied directly and immediately to the classroom. Books of readings in elementary social studies appear even less practical to teachers who are looking for specific how-to-do-it assistance.

Successful Models and Materials for Elementary Social Studies is directed toward inservice elementary teachers who are looking for materials and strategies for teaching social studies. It is designed to present generic models that teachers might use to enrich their existing programs or to acquaint themselves and their colleagues with recent developments in social studies education. The specific, practical strategies and activities in the following chapters are useful for teaching major social science concepts and generalizations (Chapter I) as well as valuing processes (Chapter II) to primary- and intermediate-grade pupils.

The models in Chapters I and II have been selected from a large number of commercially available curriculum materials and from certain unpublished sources. The models that have been included should serve to focus on some of the data gathering and data processing skills reflective of the new social studies. Also, taken together, the models will help introduce teachers to the wide variety of new social studies programs that are available for use in elementary schools.

Chapter III is a list of annotated resources for inservice teachers. The annotations provide information about the content and processes of the materials in the models in the previous chapters, as well as additional materials which could not be included among the models. The annotations also give prices and ordering information, where applicable.

The strategies, materials, and activities presented in this paper are intended as catalysts for teacher innovation. It is hoped that teachers will find these materials interesting and stimulating enough to try out some of the ideas in their own classes. Teachers who have been considering the purchase of new social studies curriculum materials may find these models helpful as a sort of "preview" of various commercially available materials.

The authors, a practicing elementary teacher and a former-elementary-teacher-turned-supervisor, have relied heavily on the Social Science Education Consortium's (SSEC) surveys and publications to select these models and materials (see Background Reading for specific SSEC sources). The selection of the models was based on these criteria: (1) that the materials exemplify new social studies objectives, (2) that they are stimulating to elementary children, and (3) that they can be adapted by teachers to a variety of situations. The authors acknowledge that there are other materials that might have been included and welcome suggestions about exemplary materials from interested readers.

Background Reading

This list of background reading is presented for those who wish to read more about the nature of the new social studies and the needs it is trying to fulfill. The ED number at the end of some entries is the ERIC document ordering number, which is also the number for locating the material in the ERIC microfiche system.

"Alternative Education: An Introduction." *Oregon School Study Council Bulletin.* 17:10 (June 1974) 1-36. ED 091 833

Banks, James A., and Ambrose Clegg. *Teaching Strategies for the Social Studies: Inquiry, Valuing, Decision Making.* Menlo Park, CA: Addison-Wesley, 1973.

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West, Edith. *The Family of Man: Rationale and Overview.* Newton, MA: Selective Educational Equipment, 1971.

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Willmer, John E., ed. *Africa: Teaching Perspectives and Approaches.* Tualatin, OR: Geographic and Area Study Publications, 1975.

Chapter I

Selected Interdisciplinary Models

This chapter describes 12 instructional models that teachers could easily adapt for elementary pupils. The authors have selected models that reflect current emphases in elementary social studies. The lessons are organized around interdisciplinary generalizations found in existing, successful elementary programs.

Twelve elementary social studies programs, identified by the authors as widely used and noteworthy, were examined for their content and process emphases. Programs reviewed were: *Concepts and Inquiry, Family of Man, Focus on Active Learning: Social Studies, Holt Databank System, Man: A Course of Study, Materials and Activities for Teachers and Children, Our Working World, The Social Sciences: Concepts and Values, The Taba Program in Social Science,* and *The World of Mankind.* (The complete programs are described in Chapter III.)

The following social science generalizations and processes, representative of these programs, are developed in the model lessons in this chapter.

1. All people, regardless of where or when they live, or to what race, nationality, or religion they belong, have many things in common.
2. Ways of living (cultures) differ from one society to another and within the same society. Each culture is unique.
3. Culture is learned, not inborn. Much human behavior is acquired through a process of socialization.
4. People use their natural environment in terms of their cultural values, perceptions, and technology.
5. Peoples of the world are interdependent. People who live in groups depend on each other and other communities, regions, and countries for help in solving problems.
6. All societies develop means of enforcing laws and working out new laws.
7. All societies have conflict and must develop means of trying to settle disputes and accommodate differences.
8. Division of labor and specialization make possible

increased production.

9. The earth's natural features and climates influence the way people live and what they produce.
10. Governments provide many services which individuals cannot provide for themselves.
11. People of many cultures contributed to the development of civilization.
12. Each citizen has civic responsibilities as well as rights.

Examples of the following processes are illustrated in the selected models: *gathering data, analyzing data, forming and testing hypotheses, inferring and generalizing from data, applying generalizations, forming concepts* (Taba model), *exposition, role playing, gaming and simulating, multisensory learning, developing geographic skills*, and *developing research skills*.

For each model we describe the commercial source of the material, the applicable generalization, the process employed, the teacher and student materials, the activities for pupils, and some notes on evaluation. Usually more approaches and activities are suggested than could be developed in one lesson; some lessons will obviously require several sessions. Examples for use with primary and intermediate students are included. The activities were selected because they exemplify the "new social studies," are interesting to elementary children, and have been successfully adapted by teachers in a variety of situations. Lessons were chosen from the twelve projects listed above and from several additional sets of materials. The following chart gives an overview of the 12 models.

Summary of Selected Interdisciplinary Models

Model	Generalization	Processes	Social Studies Program
1	All people, regardless of where or when they live, or to what race, nationality, or religion they belong, have many things in common.	--Multisensory learning --Forming and testing hypotheses --Inferring and generalizing from data	*Family of Man* "Russian Family in Moscow"
2	Ways of living (cultures) differ from one society to another and within the same society. Each culture is unique.	--Multisensory learning --Analyzing data	*Holt Databank System* "Inquiring About Cultures"

3	Culture is learned, not inborn. Much human behavior is acquired through a process of socialization.	--Forming concepts (Taba concept development model)	*The Taba Program in Social Science* "People in Communities"
4	People use their natural environment in terms of their cultural values, perceptions, and technology.	--Inferring and generalizing from data	*People and Technology* "Acquiring Energy"
5	Peoples of the world are interdependent. People who live in groups depend on each other and other communities, regions, and countries for help in solving problems.	--Gaming and simulating	*Man: A Course of Study* "The Netsilik Eskimos on the Sea Ice"
6	All societies develop means of enforcing laws and working out new laws.	--Inferring and generalizing from data --Applying generalizations	*Your Rights and Responsibilities as an American Citizen* "Children's Island"
7	All societies have conflict and must develop means of trying to settle disputes and accommodate differences.	--Gaming and simulating --Developing geographic skills	*Materials and Activities for Teachers and Children* "The City"
8	Division of labor and specialization make possible increased production.	--Role playing --Analyzing data	*Our Working World* "Families"
9	The earth's natural features and climates influence the way people live and what they produce.	--Developing geographic skills	*The World of Mankind* "The Environments We Live In"
10	Governments provide many services which individuals cannot provide for themselves.	--Gathering data	*Concepts and Inquiry* "Our Community"
11	People of many cultures contributed to the development of civilization.	--Developing research skills	*A Handbook for Preparing a Pupil Specialty on Europe*
12	Each citizen has civic responsibilities as well as rights.	--Role playing	*Social Studies: Focus on Active Learning* "One Plus One: Learning about Communities"

Model 1

Social Science Generalization

All people regardless of where or when they live, or to what race, nationality, or religion they belong, have many things in common.

Processes

--Multisensory learning
--Forming and testing hypotheses
--Inferring and generalizing from data

Material*

Program: *Family of Man* (developed by University of Minnesota Project Social Studies)
Title: *Russian Family in Moscow:* Teacher's resource guide, pages 53-54
Author: Charles L. Mitsakos, General Editor
Publisher: Selective Educational Equipment, Inc.
Date: 1974
Grade Levels: 1-2 (K-4)

Model

Ask: 1. What kinds of clothing do we wear and where do we get it?
2. What kinds of foods do we eat and where do we get them?
3. How do we get to some other places?

Begin to develop a retrieval chart to record the data and then, through questioning, extend it to include other people previously studied as illustrated below:

---

*Acknowledgment is made to Selective Educational Equipment, Inc. for permission to adapt material from *Russian Family in Moscow* in the *Family of Man* series. Charles L. Mitsakos, ed. Copyright © 1972.

What We Need	Our Source	Early New England	Ashanti	Kibbutz
Food				
Clothing				
Transportation				
Learning				
Recreation				

Add another column with a culture about to be studied, for example, RUSSIAN. Ask the pupils:

1. How do you think a family in Moscow would get its food and clothing?
2. How do you think it would get to different places?

Divide the class into five groups. Assign one of the following questions to each group in order to gather data to complete the retrieval chart:

1. What kinds of food do people in Moscow eat?
2. Where do people in Moscow get their food?
3. What kinds of clothes do people in Moscow wear?
4. Where do people in Moscow get their clothing?
5. What do people in Moscow use to get from one place to another?

Tell the children that they are going to look at or listen to many different materials; that these materials include information about many things, but that they should only try to find information to help them answer their question. Also tell the children that some materials may not contain any information about their question.

Set up five learning centers in different parts of the room with the elements listed below from the accompanying media kit. Provide an opportunity for each research group to use the media at each learning center to gether information on its question.

Learning Center A
Filmstrip 1: The City of Moscow

Learning Center B
Filmstrip 2: Recreation, Work and Celebrations

Learning Center C
Tape Cassette: My Day; Olga and Her Family

Learning Center D
Nikolai Lives in Moscow

Masha's Days
AYTO Y BAC
National Geographic Magazine
Moscow

Learning Center E
Russian Family Study Prints
Russian Recipes
Artifacts: Puppet, Khokhloma Spoon, Matroishka

Tell each group that when they finish looking at or listening to the different materials, they should have enough information to answer their question and to help complete the retrieval chart. In addition, encourage each group to plan some unique way of sharing their information with the rest of the class. For example, the shopping group might act out shopping for food from different vendors and stores; the food group might plan a tasting party of Russian dishes and use the spoon; the clothing group might illustrate the changes that have occurred in clothing from that worn by the puppet and the nest of dolls to that worn today.

Once the groups have had an opportunity to share their findings and complete the retrieval chart, call attention to the completed chart. Ask questions such as:

1. What do you notice about the kinds of clothing people wear?
2. Why do you think people dress in these ways?
3. What does this tell you about the kinds of clothing that people wear?

Record the children's generalizing statement on newsprint or the chalkboard. Proceed in a similar manner with the other topics from the retrieval chart. Conclude by referring to the series of generalizations developed by the class and ask:

What do these ideas seem to tell us about people?

Evaluation

Teacher judgment is based on completeness of data in retrieval chart and type of generalizing statements proposed by children in their analysis of the data. Further evaluation occurs when children begin a new unit of study and are asked to apply their generalizations.

Model 2

Social Science Generalization

Ways of living (cultures) differ from one society to another and within the same society. Each culture is unique.

Processes

--Multisensory learning
--Analyzing data

Material

Program:	*Holt Databank System,* William R. Fielder, general editor
Title:	*Inquiring About Cultures:* Teacher's guide, pages 12-13
Author:	Roger C. Owen
Publisher:	Holt, Rinehart and Winston, Inc.
Date:	1972, 1976
Grade Levels:	4 (K-4)

Model

Ask the students how they characteristically greet friends or talk to their parents. Have them compare notes, and decide whether their ways are very much alike or different. They may enjoy discussing other things about themselves, like eating habits (the use of knives and forks instead of chopsticks for instance) and manners. Encourage them to deduce that generally they behave in accordance with their culture. They have the same customs. Explain the term *custom*. You may have students of different cultural backgrounds. Be sensitive to any show of discomfort in discussing cultural differences.

Play the recording, "An American Picnic in Africa." The recording relates an actual description of an American picnic by the people of a village in West Africa. The students will catch on at once to the fact that it describes a hot-dog roast. Following is a transcript of the recording, "An American Picnic in Africa."

---

*Acknowledgment is made to Holt, Rinehart and Winston, Inc. for permission to adapt material from *Holt Databank System,* "Inquiring About Cultures," by Roger C. Owen, Copyright © 1972.

> For a year or so my wife and I, and several other Americans, lived in a mining camp near a very small village in the rain forests of West Africa. We were quite cut off from the things we were used to. Even a day's journey would not have brought us to a shop, restaurant, or movie theater because the roads were poor. And we had no television--only a transistor radio. So we had to make our own good times, with small parties and picnics, and on Saturdays, if the weather was good, we always went there. The spot was a large table rock that jutted out over a bend in the river. The view from the big, flat rock was magnificent, especially at sunset. We would cook our supper over a campfire and have a wonderful time, American style. Imagine our surprise when we heard the way the people of the village described our picnics:
>
> "These foreigners have a strange ritual that they must follow on a special day of the week. They always go to the big rock over the river, so obviously it is sacred to them in their religion. They all watch the sun go down, and as it sets, they sing in a very strange way. We think the singing is meant to cast a magic spell. Then they light a fire. When it is burning brightly, they open a bundle and take out a lot of long, brown, human fingers. Each person puts a finger on a spear and cooks it in the fire and then eats it. Some eat two or three fingers. We do not know where they get them. But we must watch out and protect ourselves against such people."

After discussing the account, ask the students to think of more customs of theirs that might seem strange to people of other cultures. Point out, for example, that in many parts of the world men dance together in groups, and so do women; these people find it strange and even shocking to see couples dancing. Ask how the pupils think a person in Japan would interpret the custom of blowing out candles on a birthday cake. Encourage pupils to think of other "odd" customs of our culture, like the use of make-up, style of dress, or our habit of keeping our shoes on when we go inside (even though our shoes carry in dirt). Ask: Do people's ideas about these things depend on where they grow up?

Evaluation

Have children interview the oldest person they can find about customs and traditions they practice over a holiday period. Children can then return to class and share elements of their findings with the rest of the class and thus show the uniqueness of subcultures in their own community. Teacher judgment is based on completion of interview assignment, extent of information collected, and effectiveness of presentation to the class.

Model 3

Social Science Generalization

Culture is learned not inborn. Much human behavior is acquired through a process of socialization.

Process

--Forming concepts (Taba concept development model)

Material

Program:	*The Taba Program in Social Science*
Title:	*People in Communities:* Teacher's edition, "The Bedouin of the Negev," pages T61-T63* Pupil text, "The Bedouin of the Negev," pages 9-11, 33, 53-57**
Authors:	Elizabeth W. Samuels, Kim Ellis, and Mary C. Durkin
Publisher:	Addison-Wesley Publishing Co., Inc.
Date:	1972
Grade Levels:	3-4

Model

Review the family structure of the Bedouin and the family of Ali, Yusif, and Milihah (pages 9-11, 33 in the student text):

> Yusif's father died not long ago. As the oldest son Yusif is now the head of the family. He lives with his mother, his brother, Ali, and sister, Milihah, in a tent in the Negev section of Israel. Yusif's little family is part of a big family, which is lead by Yusif's uncle. Two little families of Yusif's uncle also live in the tent. His uncle says it is a good thing to have so many people living together, as there is much work to do in taking care of the animals.
>
> All the little families and the big families also belong to an even bigger family, called a tribe. The grandfathers of the families have always belonged to the tribe. The children can name all their grandfathers and most of their cousins. The

---

*From *People In Communities* Teacher's Edition by Kim Ellis and Mary C. Durkin. Copyright © 1972 by Addison-Wesley Publishing Company, Inc. Reprinted by permission.

***People in Communities* by Elizabeth W. Samuels, Kim Ellis, and Mary C. Durkin. Copyright © 1972 by Addison-Wesley Publishing Company, Inc. Reprinted by permission.

Bedouins are Arabs and can trace their relationship back to Abraham who was the first man of their people.

Pupils look at pictures of a Bedouin wedding celebration (pages 53-57 of the pupil text or in an encyclopedia or reference book). The pictures show a Bedouin tent, the bridal feast, the riding contest of the men and the groom, the brothers of the groom arriving to bring the bride, the men's part of the tent (the shigg), the women's part of the tent (the muharrem), and the bride in all her jewels. The pupil text also has pictures of the leben (soured milk made by swinging milk and water in a goatskin bag), the other foods in the feast--tea, coffee, bread, dates, oranges, and tomatoes. Discuss these questions:

1. What do you see in the pictures?
2. What are the men carrying?
3. Why are they riding horses?
4. What part of the tent are the women sitting in?
5. Why is one of the girls decorated with jewels?
6. What do you think is happening in all the pictures?

Students read the story of the Bedouin wedding (student text, pages 53-57) or the teacher tells the story:

> The mother of Mulihah tells her about her wedding one day. She tells how her father's father made the tent as big as a sheik's tent and invited all of the relatives of the groom, who came bringing gifts of sheep, goats, and even a camel. The guests brought money, too, to help the groom's father pay for the bride, whom he bought from the bride's father. The members of the tribes came from many miles and stayed for many days. The men of the tribe had parades of their camels and riding contests. The women of the tribe prepared the food of leben, bread, coffee, tea, cheese, goat's meat, oranges, and dates. The bride did not come to the feast until the last day, when the brothers of the groom came to get her from her father's tent. In modern days they travel to get the bride in trucks or jeeps, which they decorate with white flags. The bride travels with her mother and sisters to the muharrem, where the women watch the men sing and dance together at weddings and on special occasions only.

Discuss:

1. Were we right about what was happening in the pictures?
2. Where was the wedding?
3. Who came to the wedding?
4. What did the guests do at the wedding?

5. What did the groom's father do?, his mother?, his brothers?

Each pupil draws a picture of one part of the Bedouin wedding. Place the pictures in a display area. Children check to see if all parts of the wedding are represented and fill in the missing parts with pictures. Discuss:

1. What pictures seem to belong together?
2. What shall we call each group?
3. Looking at the pictures, what can we say about a Bedouin wedding?

This discussion may be guided according to *The Program in Social Science* outline of the steps in development of concepts. The designers of this curriculum have outlined the concept-development process as follows: (1) enumerating items, (2) finding a basis for grouping similar items, (3) identifying common characteristics of the group, (4) labeling the group (and regrouping or renaming if necessary), and (5) finding a name or title for all the groups. The teacher's questions are sequentially ordered during this process to help the students think inductively. This model, using the students' pictures, will only demonstrate "concept development," the first step in the whole process of development and application of generalizations.

Children who have attended a wedding describe: where the wedding was held; who came to the wedding; how long it lasted; and what people did at the wedding. Pupils who have not attended a wedding interview their parents concerning the same questions as above. Compare the Bedouin wedding to ones the students know about. Discuss:

1. How is the Bedouin wedding different from the ones you have attended?
2. What things about weddings seem the same?
3. What can we say about all the weddings we have talked about?

Using the pupils' drawings of the Bedouin wedding, prepare a bulletin board with the children's help. Discuss:

1. How might we group the pictures?
2. How can we show that each group has a name?
3. Who will make a sign for each group?
4. What do you think would make a good title for the whole group of pictures? (Each student writes a title and reads it to the

class. Class decides what title best describes the whole group of pictures (i.e., "Getting Married in the Negev," "A Bedouin Wedding").

Evaluation

Discussion questions on the content:

1. Who got the gifts at the Bedouin wedding? Why? At weddings you know about?
2. What is the "bride price"? Do brides you know about have a "price"?
3. How long did the wedding feast last? Who was there? What did they have to eat?
4. What part did the women play in the celebration? How do you think they felt?
5. Why did the men have riding contests? How do you think they felt?
6. Would a Bedouin think our weddings are strange?

Observe individual student responses in listing, grouping, and labeling according to the following criteria:

Inclusiveness--do answers cover all important elements?

Abstractness--are the answers accurate, concise, and abstract?

Comparisons--does the student spontaneously use comparisons?

Ethnocentrism--to what degree does the student express negative comments about other people's culture?

Decentering--is the student able to look at Bedouin customs from a Bedouin point of view?

Observe students for: accuracy and relevancy of factual information, relevancy and plausibility of hypotheses, and clarity and accuracy of logic.

To evaluate whether students understood the "concept-development" process, duplicate written sentences about American weddings. Students cut the statements into strips, arrange them on chart paper in groups, label their groups, and give a title to the chart. (Statements could tell who comes, where held, what people do, food, gifts, etc., about American weddings.) Do the groups include as many of the sentences as possible? Do the labels for the groups represent concise and abstract (but not vague) titles for the labeled material?

Model 4

Social Science Generalization

People use their natural environment in terms of their cultural values, perceptions, and technology.

Process

--Inferring and generalizing from data

Material*

Program:	*People and Technology*, Unit II
Title:	*Acquiring Energy: Technological Intervention in the Environment:*
	Teacher's guide, part two, pages 5-6
	Film, *Lake Volta, Changing Environment*
	Film, *A Question of Values*
	Optional film, *Treehouse* (King Screen Productions)
	Optional game, *Make Your Own World* (free from local Coca-Cola bottler)
Authors:	Ruth McDonald and Peter Dow
Publisher:	Education Development Center, Inc.
Date:	1973
Grade Levels:	5-8

Model

The reading *Dam a River: Then What Happens?* deals with the effects, largely the negative effects, of building a large dam such as the Volta Project in Ghana. The goal of this activity is to supply the students with basic information that they will need for ensuing activities. The information in this article, combined with the information about the positive effects of the dam found in the film, *Lake Volta, Changing Environment*, serves as a background for discussions about the environmental impact of the dam. These resources also serve as a backdrop against which

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the effects of change on some of the people of Ghana can be viewed.

The dam is an intervention--a huge project, conceived and constructed by human beings, existing in an environment which formerly was subject to the vagaries of nature alone. Before the dam, the Volta crested and flooded periodically; animal life and crops were subject to natural cycles and natural occurrences; now the river is controlled by technology--the dam.

Provide time for the students to read the article; then show the movie, *Lake Volta, Changing Environment*.

Allow time for students to discuss their viewpoints about the two different perspectives in the booklet and the film. Here are some suggested questions for consideration:

1. What "costs" did you find out about? What "benefits"?
2. Can you think of other costs or benefits not mentioned in either the booklet or the film?
3. Which effects are immediate, that is, "short-term"?
4. Which are "long-term" effects, that is, will not be fully realized until much later?
5. Can you think of any interventions in your community that you feel uneasy about?

Another example of intervention in the environment is presented in the Education Development Center film, *A Question of Values*. With the class, view this film that presents individuals describing their feelings about the location of an oil refinery in Maine. Focus discussion on identifying the central issue in the controversy and which factors caused each of the individuals in the film to take a particular position or stand. What do the pupils think is important to each of these individuals?

Or you may wish to use the King Screen Productions film *Treehouse* in addition to or in place of *A Question of Values*. *Treehouse* is also open ended and not narrated. It shows a bulldozer clearing away all trees for a housing development. A young boy in his treehouse dissents. Some questions for discussion of this film are:

1. How do the values of the boy differ from the bulldozer operator or the people who hired the bulldozer operator?
2. How do their values affect the way they view this tree?
3. What does our discussion tell you about people, the environment, and technology?

Evaluation

To place the students in a decision-making situation, play the game, *Make Your Own World*, available free from your local Coca-Cola bottler. Follow directions in the accompanying teacher's guide. When the simulated town is complete, discuss what systems and kind of town have been built. Discuss how others can learn about what *we* value by looking at the town *we* have created. Ask: "what do you think is important to most Americans on the basis of the technological society in which they live?"

Evaluate the responses according to how well students generalize from the data they have seen in this lesson and how well they can make inferences that go beyond that data (incorporating what they learned from their own decision-making roles in playing *Make Your Own World*).

Model 5

Social Science Generalization

Peoples of the world are interdependent. People who live in groups depend on each other and other communities, regions, and countries for help in solving their problems.

Process

--Gaming and simulating

Material*

Program: *Man: A Course of Study*

Title: *The Netsilik Eskimos on the Sea Ice:*

Teacher's guide, pages 39-41, 44-49

Film, *Winter Sea Ice Camp,* part one

Game board, "The Seal Hunting Game" with seal hunting record sheets and seal-meat stickers

Author: Education Development Center, Incorporated (Project Developers)

Publisher: Curriculum Development Associates, Incorporated

Date: 1970

Grade Levels: 5-7

Model

Show film, *Winter Sea Ice Camp,* Part I. Teacher's guide, pages 39-41, summarizes the film as follows.

> The hunters have stopped the sleds, unhitched the dogs and now fan out in search of seal breathing holes. Each hunter takes his dog or dogs to sniff out the breathing holes. There are no clues on the surface of the snow to locate the holes. If a dog catches a scent, it stops and pokes its nose into the snow. The hunter then probes through the snow for the opening in the ice below.
>
> Itimangnark's dogs find a promising spot, and he probes with his harpoon shaft until he hits the surface of the ice. Finally, he finds a spot where he can drive his harpoon shaft right through up to the hilt. He bends down and sniffs at the

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hole. If it is a hole used recently by a seal, the odor will be strong enough for him to detect it. He stands up and shouts, "Agloo! Agloo! Agloo!" telling the other hunters that he has found a breathing hole.

Itimangnark prepares the agloo, or breathing hole, for the hunt. First he cuts away some of the snow and uses his seal-hole searcher, a slender curved wand of caribou antler, which he twists and turns to explore the shape of the hole. When he has explored enough to know which way the seal is likely to approach the hole, he sets his harpoon shaft into the hold and sifts soft snow around it, so the returning seal will not sense that the hole has been tampered with. The hunter carefully removes the harpoon shaft, leaving a tiny hole from the surface of the snow down into the breathing hole.

So that the dogs will not give away his presence at the hole, Itimangnark leads them some distance away. Then he empties his hunting bag and puts it on the snow to help keep his feet warm during the long hours of waiting. To set up his seal indicator, a bit of sinew in a strange spider shape, he plucks a single filament from a fluff of swansdown and very carefully fits it in place, having wetted the prongs of the indicator with his tongue. He places the indicator at the edge of the tiny hole. The bit of swansdown is so light that a breath of air will make it flutter, warning the hunter that a seal is rising in the agloo.

Next he prepares his harpoon. Itimangnark fits the harpoon tip on the end of the shaft, fixes the thong along the length of the shaft, and catches the little toggle from it under a loop by the handle. He licks the harpoon tip to fasten it to the end of the shaft by a thin layer of ice. He carefully rests the shaft on the two harpoon rests padded with fur to prevent a telltale rattle. He pushes his hands into his sleeves to keep them warm and assumes the classic stance, bent double at the waist, watching the indicator.

Not far away Allakanuark finishes preparing his agloo, while his dog waits patiently nearby. In another area Ugak does the same.

Back in the camp, Kingnuk continues her daily chores in her igloo. Softening skin boots by chewing them is an endless task, because moisture and cold hardens leather to a boardlike stiffness. This is why the teeth of the Eskimo are worn and their jaws are strong. Indeed, an Eskimo's mouth is like a third hand to him. Above Kingnuk's lamp, food is cooking slowly in the stone pot.

Ugak's family shares a double igloo with Kringartok and her husband, Nerlongayok. The two igloos are joined at one side so that the two lamps and the sleeping platforms almost face each other. One entrance tunnel serves the double house. Anningat's older daughter Igsigaitok plays "boo" with her tiny sister Ingerpak. Near them Immingark, the little brother, plays with stones and pebbles on the sleeping shelf. Out of doors, one of Irkowagtok's daughters, Irkaluknaluk, carves utensils out of the snow and plays at making a kudlik for herself.

Still the hunters wait; Ugak, Allakanuark, Sigguk and Itimangnark. Itimangnark's indicator moves, his hands grasp his harpoon, down goes the shaft into the seal hole. He talks to himself as he ties the thong around his leg and then, removing the small pieces of apparatus on top of the hole, frantically begins to dig the hole wider to get down to the seal. The thong is taut. The harpoon tip is embedded in the seal. Soon the blood begins to show on the snow. Hurriedly he scoops away the snow and ice. Using his harpoon shaft as a thrust, he begins to bob the seal carcass to clear the agloo of pieces of ice that have fallen in.

When he can pull the seal a little way out of the water, he jams the handle of the scoop through the seal's fragile skull and pulls a thong loop through the head of the seal to make sure that he doesn't lose it. Again he bobs the seal up and down until there is enough momentum for him to pull it clear. The dogs are beside him sniffing and yelping. He swings the seal back and forth over the surface of the snow. When he has it well clear of the hole he breaks its neck by bending its head back aginst its body. He removes the harpoon tip from the body, licks off the blood and coils it ready for use again.

The other hunters gather around the catch. Itimangnark describes his kill. Sigguk joins in the discussion and then Ugak. Irkowagtok has come up, and so has Allakanuark and Nerlongayok. Itimangnark drags the seal away from the trodden snow to an area of fresh snow and slits the stomach with his knife. The other men kneel around in a semicircle, watching him remove a piece of blubber and the liver. Soon each man is stabbing morsels for himself, feasting on the warm liver and fresh blubber. When the feast is over, the dogs rush in to lick up the shreds lying on the surface of the snow, and the hunters, refreshed after their snack, return to their breathing holes to continue the hunt.

At the camp Irkaluknaluk plays with the younger children, pretending to serve them a meal at her snow kudlik. Out on the ice, a hunter waits for the last few minutes over his agloo. As the sun goes down, it is time for the children to go inside. The hunters return in the dwindling light. Inside her family's igloo Irkaluknaluk sets the snow door in place at the entrance and seals it with loose snow. Her father Irkowagtok rouses Nullut to tamp down the fire in the stone lamp, leaving only a single pilot spear of flame to burn all night long.

Discuss the hunting sequence:

1. How do they find and kill the seals?
2. What tools and skills were used in each phase of the hunting?
3. What are the qualities of a good seal hunter?
4. How are the dogs important on the seal hunt?
5. Do the Netsilik Eskimos hunt together or separately? Why?

Introduce the seal hunting game. Each game board has 169 holes, which go straight through to a plastic or paper cover on the back. There are removable plastic or rubber stoppers in each hole. The board represents the ice of Pelly Bay in the Baffin Islands. Each hole represents a breathing hole of a seal. Each game board has six players. Five players are hunters. The sixth player is a referee who keeps score.

The purpose of the game is to catch seals by finding strips of seal-meat stickers underneath the stoppers in the holes. Each catch (six seal-meat stickers) is worth six days of food. Each hunter has twenty turns which represent twenty days of hunting.

Explore the game board prior to playing. Remove the paper or plastic on the underneath part of the board to show that the holes are arranged in "ranges," each representing the area of one seal's breathing holes. Show that the top part of the board where the players hunt has removable stoppers. Explain that a strip of six seal-meat stickers is rolled and placed somewhere in each "range". The teacher or a neutral referee places the meat stickers after the class has examined the board.

Rules for the seal hunting game, copied from pages 46-47 in the Teacher's guide for *The Netsilik Eskimo on the Sea Ice,* follow:

1. The Referee, who does not hunt, records the players' names on the record sheet and gives each of the five Hunters four seal-meat stickers as a beginning food supply. Each sticker represents one day's food. This food supply must be torn from a complete strip of six seal-meat stickers.
2. For each hunting day, each Hunter chooses a seal breathing hole and punches one hole through the paper. If he makes a "catch" (finds a strip of seal-meat stickers inside), he takes out the strip, and places one sticker in his box on the record sheet for that day. He should also circle the box to indicate that it was the day of the catch.
3. If a Hunter does not find a seal, he places a sticker from his pregame supply in his column for that day to represent the food he ate.

4. If a Hunter has used up all his meat and has failed to catch more seals, he is charged with a hungry day by the Referee, who will mark an "X" in that Hunter's box for that day. (One purpose of the game is for the children to discover the usefulness and significance of sharing, and it is best to let them raise the issue themselves. The teacher can indicate that any system that is useful is permitted.)
5. A Hunter who goes hungry for five consecutive days is dead and is out of the game.
6. When all Hunters have hunted and have either placed meat in their boxes or been charged with a hungry day, the Referee checks off that day on the record sheet and the sequence begins again.
7. The sequence is repeated for twenty days. Then the Referee tallies the total number of seals caught, hungry days and dead Hunters in the appropriate boxes on the record sheet.

Follow-up to Game One can include these questions:

1. What hunting strategies did each group use?
2. How could you have had fewer hungry days?
3. What methods could you use to ensure catching more seals?
4. How could the hunters cooperate?
5. Should you hunt nearer to each other or farther apart?

Play the game again. This time try to have fewer hungry days and fewer deaths.

Evaluation

Class discussion questions might include:

1. How is the game like and different from real seal hunting?
2. On what does success depend in the game? in real seal hunting?
3. What are the advantages of hunting together?
4. What problems arose when you shared your seals?
5. If you were a real seal hunter, would you prefer to live alone or with a large group? Why?
6. Would survival have been easier if all the groups could have shared?

Work in groups on the following problem, sharing your decisions with the class.

> The Seal Hunting Game demonstrates that a system of sharing is necessary for group survival. The Eskimos know that there are people who do not or cannot produce and those who do not voluntarily share. Thus, they have traditional rules and patterns for equal distribution of food. Do we have a system

for distribution and survival in our culture? Make up an ideal culture. Devise a system for equal distribution of food and the survival of all. You may trade with other communities, regions, or countries.

Evaluation is based on group participation and consideration of maximum variables in planning for an ideal culture.

Role-playing evaluation can begin by dividing the class into groups with each student assuming the role of a hunter. Assign each hunter a number of seals [i.e., the number of seals depends on the role: middle-aged, strong man (30 seals); 12 year old boy (2 seals); champion seal hunter (40 seals); elderly hunter (1 seal); crippled hunter (2 seals)]. Give each hunter a name and paper seals according to his assigned number.

Each group devises a sharing system for the longest survival of their group members. Each group explains their sharing system. Discuss examples of sharing and interdependence in our culture. Discuss situations in our culture where more sharing is needed. Is survival easier where regions and countries trade with each other?

Teacher evaluation is based on group participation and practicality of sharing system devised (does the system incorporate attitude and beliefs of each role represented?).

Model 6

Social Science Generalization

All societies develop means of enforcing laws and working out new laws.

Processes

--Inferring and generalizing from data

--Applying generalizations

Material*

Program:	*Your Rights and Responsibilities As An American Citizen* (developed by the Civic Education Committee at U.C.L.A.)
Title:	*Children's Island,* pages 2-7
Author:	Charles N. Quigley
Publisher:	Ginn and Company
Date:	1972
Grade Levels:	3-8

Model

Children's Island (adapted from *The Morality of Law* by Lon L. Fuller, by permission of Yale University Press)** can be read by the pupils, or to them, depending on their reading abilities.

> Once upon a time there was a beautiful island where people from a nearby country could send their children each summer. Houses were built in the spreading branches of huge trees and the children lived, played, and worked together. The weather was warm and sunny almost every day. There were lakes, streams, and waterfalls to play in. The ocean surrounding the island was warm and calm.
>
> The island had been used by the people for years and years. It was usually governed by one adult who had a few other adults helping him. The adults were responsible for taking care of the children, teaching them, and keeping order among them.

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**Acknowledgment is made to Yale University Press for permission to adapt material from *The Morality of Law* by Lon L. Fuller, Copyright © 1969.

There were books, musty with age, that contained the laws of the island. These laws said what the adults and the children could and could not do.

Unfortunately, these laws were so old and had been added to so many times that no one could understand or remember them all. Some of the laws were good ones, but some of them were just silly.

One summer a new man was sent to run the island. He was a very well meaning person named Mentor and he wanted to govern the island well. He decided that one thing that was needed was to get rid of all of the old laws and to make new, reasonable laws. Before the children arrived he burned all of the old law books and sat down to try to write new laws.

1. *Should There Be Any Laws?*

Mentor soon found that it was a lot harder to make good laws than he had thought. He wanted to make so many laws. He wanted to make laws for games, for meal times, for resting times, and for almost everything the children were going to do on the island. He especially wanted to make laws for settling arguments and fights.

Mentor wrote and wrote. He covered dozens of pages with laws, but the time was passing quickly and the children were due to arrive. He saw that he would not have time to finish his laws before the children arrived. He soon decided that it was just too hard to make up so many laws and that he would not write any laws at all.

When the first boatload of children arrived he called them all together and said, "I am going to make this the best summer we have ever had on this island. I have just burned all of the old laws that were so hard to understand and remember."

When the children heard this they were very happy. They had not liked the old laws and they thought that not having any laws at all would give them much more freedom.

"Instead of having laws," said Mentor, "I am going to rule you the way I feel you should be ruled. I will watch you live, work, and play on the island. When I see someone doing something I feel is wrong, I'll punish him. If you have any arguments or fights, just come to me and I'll say who I feel is right and who is wrong. Then I will punish the person I have decided is wrong."

After a few days Mentor was very tired and all of the children were ready to leave the island by the next boat.

WHAT DO YOU THINK?

What problems can happen if you try to live without any laws?

2. *Should Everyone Be Allowed to Know the Laws?*

The children had all complained that Mentor was changing his mind every time someone came to him with an argument. One time he would say one thing and the next time he would say just the opposite. They said they had no idea how to behave because Mentor was not following any laws when he judged them.

Mentor then agreed that he would have to make some laws that he could follow in making his decisions. He sat up late every night and finally finished a long list of laws he could use. He called a large meeting and told the children that from then on things would be better.

"I have a list of laws now," he said. "It is a long list and I don't want to bother to read it to you or to have to make copies of it for you. I'll keep the list in my safe."

"But what are the laws?" asked the children. "What do they say?"

"They just tell you to do what is right and not to do what is wrong. You know that!" said Mentor. "I will watch you live, work, and play on the island. Whenever I see someone breaking one of the laws, I will punish him. After a while you will begin to understand the kinds of laws I'm using."

Much to his surprise, the children shouted against this idea!

WHAT DO YOU THINK?

Why did the children object? Should everyone be allowed to know the laws he is supposed to obey? Why?

3. *Should New Laws Make Something Done in the Past a Crime?*

Mentor was very upset by the children's attitude, but he still wanted to make this the best summer they had had, so he decided upon a new plan. He decided that it was very hard to make good laws telling people what they could or could not do in the future. Then he decided that it was much easier to tell if someone had done something wrong after they had done it.

He called the children together again and told them of his new plan. "I have decided that I will not make laws before we need them. Instead I will watch you live, work, and play. When I see you do something I feel is wrong, I will make a law against it and punish you for breaking the law."

The children were angry again. They did not like this plan any better than the others. They complained that they wanted to know what the laws were ahead of time so they would know how to follow them.

WHAT DO YOU THINK?

Is it fair to make laws that make something done in the past wrong that was not said to be wrong when it was done?

4. *Should Laws Be Clear to the People Who Have to Follow Them?*

Mentor now knew that he had to make laws for governing the island. He worked long and hard and finally said that the laws would be printed and given to everyone at the end of the week.

Friday came and, much to the relief of the children, Mentor appeared with a large stack of paper under his arm. Each child was given a list of the new laws. But, when the children looked at them, they were very upset!

The first law said, "No person, shall, may, or will, unnecessarily, or without cause, fustigate another person's cranial orb, or any other segment of his corporeal being, whatsoever." The rest of the laws were very much the same.

One of the bravest children stood up and complained. "I cannot understand a single law here, and I don't think anyone else can. How can any of us follow a law that no one can understand?"

WHAT DO YOU THINK?

How should laws be written? What is wrong with unclear laws?

5. *Should Laws Say, "Do It and Don't Do It"?*

Mentor quickly collected all of the laws. Then he asked some of the best students on the island to help him. He told them to make the laws very clear, but not to change any of them.

Once the laws were made clear they were printed and given to the children. Now that they could read the laws the children were more upset than ever. One law said that all children should eat breakfast at seven o'clock in the morning. On another sheet of paper was a law that said, "No children shall eat breakfast at seven o'clock in the morning."

It was soon discovered that for each law telling children to do something, there was another law telling them not to do it. The children complained that Mentor had made the laws clear--clear nonsense.

WHAT DO YOU THINK?

What is the result of having laws that tell you to do, and not to do, one and the same thing?

6. *Should Laws Tell You To Do Something That Is Impossible?*

Mentor was losing his patience with the children. He decided to take out all of the laws that said to do and not do something. Then he decided he would teach the children a lesson to stop their complaining. He made the laws very strict and added a long list of crimes that the children could be punished for.

In the past, if a child had been accused of doing something wrong, he was supposed to go to see Mentor within two hours. Now he had to see him within two seconds or be punished for being late. It was against the law to cough, sneeze, hiccough, faint, or fall down in front of Mentor. If a child did any of these things he would have to stay in bed for two weeks. A child could be spanked ten times for not believing everything Mentor said.

When this new set of laws was given to the children they almost started a revolution. One brave child stood up and said, "When you order us to do something we cannot do, you are not making laws. All you are doing is frightening us, confusing us, and making us all criminals."

WHAT DO YOU THINK?

What is wrong with laws that tell you to do impossible things? Is there anything wrong with laws that are impossible to enforce?

7. *Should Laws Be Changed?*

Finally, Mentor made a set of laws that were clear and that everyone could follow. A list of the laws was given to each child. However, by the time these laws were all handed out, the children had begun playing some new games, new tree houses had been built, and many more children had come to the island. They soon found out that they needed to change some of the laws and to add some new laws.

Mentor printed new laws that next day that changed some of the first laws. Soon, each day the laws were being changed to fit the new things that were happening. Several of the children began to complain again. They said that, "A law that changes every day is worse than no law at all."

WHAT DO YOU THINK?

Should you be able to change laws? How? Why? What is wrong with changing laws every day?

8. *Who Should Follow the Laws?*

Soon Mentor stopped changing the laws so often and it seemed as if the island finally had a set of laws that everyone could follow easily and that would help keep order on the island.

Mentor was the judge whenever any argument came up about the laws. He said that he followed the laws in deciding each case. Some of the children soon noticed that many times when the law said one thing, Mentor said another. In some cases it was very hard to see how he was following any laws at all.

For example, one law said that all of the children had a right to get together and talk about how they thought Mentor should run the island. Yet, many times when they did this, Mentor would have them punished for disagreeing with some of the things he had done.

While the law clearly said that the children could talk about anything they wanted to, Mentor said that the law really meant they could talk about anything except things about his rule that they did not like.

The children began to hold meetings to see how they could find a way to make Mentor obey the laws, but before they could come to any decision the summer was over and they went back to their homes.

WHAT DO YOU THINK?

Should a person who is enforcing the laws have to obey laws himself? Why? How could you make a person obey laws whose job it is to enforce laws? What dangers arise if you cannot make people in a government obey the laws? Why do we need laws?

Evaluation

Role play a situation which illustrates one or more of the following guidelines introduced in *Children's Island:*

1. Laws should be general in applicability.
2. Laws should be made known to those expected to follow them.
3. Laws should usually not make something done in the past a crime.
4. Laws should be clearly understandable to those expected to follow them.
5. Laws should not contain contradictions.
6. Laws should not require the impossible.
7. Laws should remain relatively constant throughout time.
8. Officials who are enforcing the laws should be guided by them in their actions.

Teacher judgment is based on group participation in role-playing situation and effective illustration of one or more of the above guidelines.

Model 7

Social Science Generalization

All societies have conflict and must develop means of trying to settle disputes and accommodate differences.

Processes

--Gaming and simulating

--Developing geographic skills

Material*

Program:	*Materials and Activities for Teachers and Children* (MATCH)
Title:	*The City:* Teacher's guide: *The City*, Lesson 16, "Problems, Problems, Problems", pages 47-49 Pupil materials: MATCH Unit, *The City* Magnetic model board Wooden city buildings Large map of "Five Corners, U.S.A." Desk maps of "Five Corners, U.S.A." (sample included)
Author:	The MATCH Project at Children's Museum, Boston, Frederick H. Kresse, Director
Publisher:	American Science and Engineering, Inc.
Date:	1969
Grade Levels:	2-4

Model

Set up City Model Board or a teacher-prepared model of streets and buildings like "Five Corners," sample map below. Allow some experiences with the board and buildings.

Lay a large map of "Five Corners" over the model board with the buildings in their proper places. Describe the highway problem in "Five

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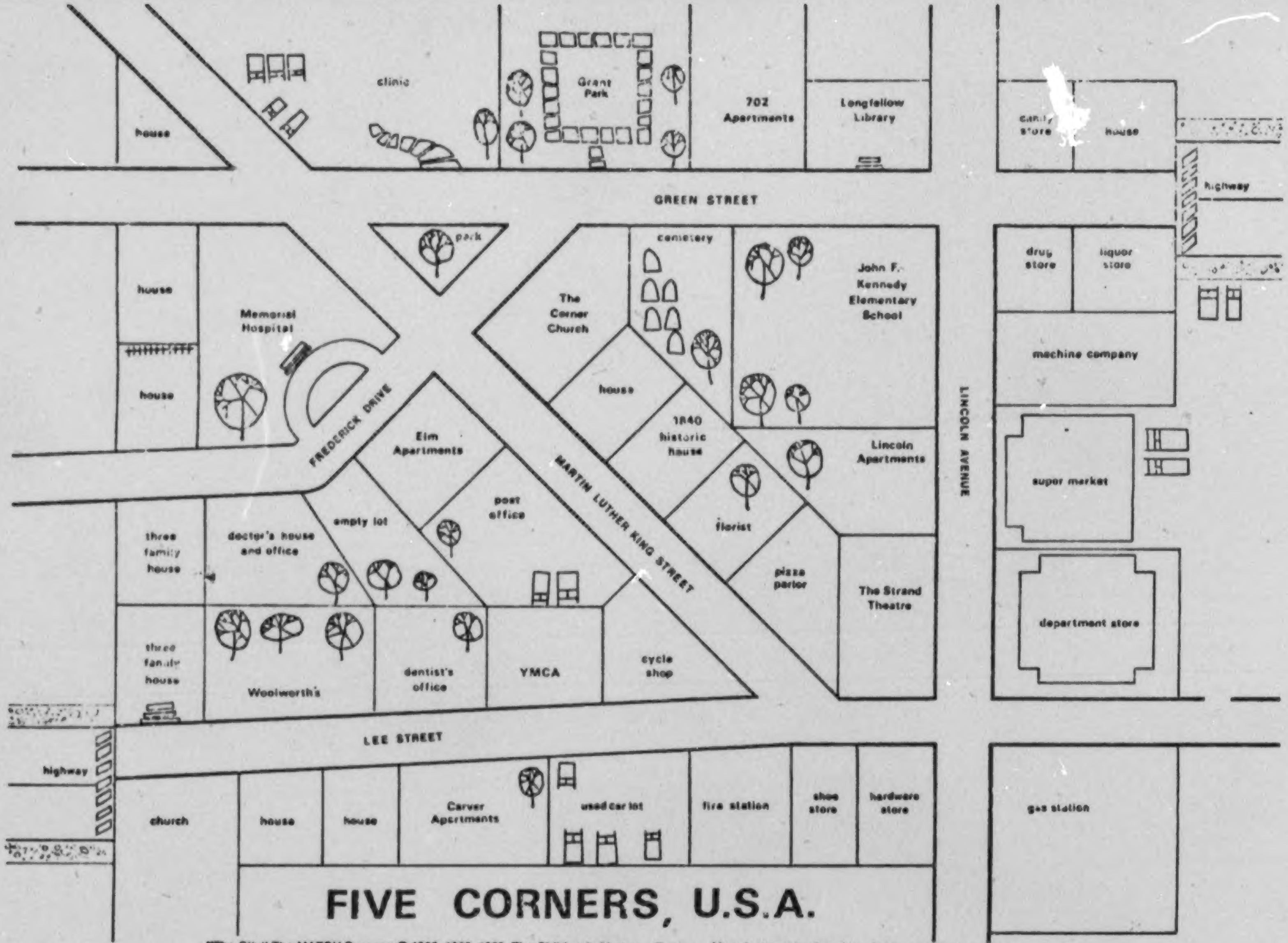
house
clinic
Grant Park
702 Apartments
Longfellow Library
candy store
house
highway
GREEN STREET
house
Memorial Hospital
house
park
The Corner Church
cemetery
John F. Kennedy Elementary School
drug store
liquor store
machine company
FREDERICK DRIVE
house
Elm Apartments
1840 historic house
MARTIN LUTHER KING STREET
Lincoln Apartments
LINCOLN AVENUE
super market
three family house
doctor's house and office
empty lot
post office
florist
pizza parlor
The Strand Theatre
department store
three family house
Woolworth's
dentist's office
YMCA
cycle shop
LEE STREET
highway
church
house
house
Carver Apartments
used car lot
fire station
shoe store
hardware store
gas station

FIVE CORNERS, U.S.A.

"The City" The MATCH Program © 1966, 1968, 1969, The Children's Museum, Boston Manufactured by American Science & Engineering, Inc.

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Corners, U.S.A."

> A new highway is being built. You can see that it is completed except for a section through "Five Corners." The people who live and work in "Five Corners" have to decide on the best way for the connecting route to be built. The road cannot have sharp bends and must be as wide as the unfinished parts on the east and west sides of "Five Corners." Tomorrow we are going to see if we can agree on the best route for the highway through "Five Corners."

Each student is a resident of "Five Corners" and chooses one of the properties as a place to live or work.

Label the wooden buildings of each student with masking tape. Shade in the property of each student on the small desk maps. (All the plots do not have to be chosen. Some students may live or work in the same place with other students. Some may own a home and a business. Some students may only rent property.)

Each student works out the best route from his/her point of view and draws the route on the desk map. (Children may wish to take their maps home for parent advice and involvement. The Teacher's guide, *The City,* page 51, has a suggested note for parents.) Encourage students to:

1. Think up several routes.
2. Think about what each route would mean to them considering where they live and/or work.
3. Consider the whole community--its schools, parks, businesses, hospitals, safety, etc.

Students show their routes on the model and compare plans considering the whole community. Discuss the cost and the amount of neighborhood disruption and pollution. Clarify student thinking by asking such questions as:

1. How would you feel if they put a highway in front of your house?
2. Which means more to you in a neighborhood, a church or a theatre?
3. Is it important to keep an empty lot?
4. Would the machine company be important?
5. Do you think the 1840 House should be kept?
6. Are there any parts of the neighborhood we all want to keep?
7. Are there any ways to build the road that wouldn't affect any property? (Tunnels, bridges, elevated highways, divided highways are all possible.)
8. Can we narrow the plans down to two or three choices?

9. How do people in real towns or cities solve problems like this? (Voting may be suggested. It is possible for students to vote not to build the connecting road. An impasse may be reached and the problem may be altered.)

Evaluation

Evaluate what students learned about problem-solving processes and conflict resolution using the following activities:

1. Cut out newspaper articles about problems in their town or city. Ask students how they think the problems should be solved.
2. Use a map of an imaginary town with residential, recreational, public, and business areas. Have students decide where to locate the new incinerator.
3. Use role playing. "The large city of Bigtown and its suburbs are running short of water. You are residents of this area. Decide whether you live in the suburbs or the center city. Hold a meeting of city and suburb residents. Decide where the new reservoir should be built." (A map of the area should be displayed.)
4. Have students draw or take pictures of things they would like to see changed in their community. How would they go about changing them? Do the students agree on what should be changed? How can they resolve their differences?
5. Use group problem solving. "The Bean Paper Company has been dumping its waste into a river in your community. The paper company has been forced to close because they can't afford the cleaning equipment. Several hundred people, including your parents, have lost their jobs. What can be done to have both a clean river and the paper mill jobs?"

Evaluation may be based on pupil's participation in these activities and the extent to which the pupil demonstrates an appreciation of the problems involved in community planning.

Model 8

Social Science Generalization

Division of labor and specialization make possible increased production.

Processes

--Role playing

--Analyzing data

Material*

Program: *Our Working World*

Title: *Families:* Teacher's resource guide, page 136

Author: Lawrence Senesh

Publisher: Science Research Associates, Inc.

Date: 1973

Grade Levels: 1 (K-3)

Model

To understand that division of labor helps to get a job done better and more quickly, pupils can make gingerbread cookies. The batter should be prepared in advance by the teacher. Here is the recipe for a class of twenty-five:

15 cups flour
1 1/2 cups sugar
4 cups molasses
5 eggs
1 2/3 cups salad oil
5 tsp. ginger
5 tsp. cinnamon
15 tsp. baking powder

Mix in large container. Chill in refrigerator for a day before the experiment. The following tools and additional materials will be needed for the experiment:

9 gingerbread-boy cutters
9 small rolling pins
9 cookie sheets
raisins (buttons)
silver beads (eyes)
candy fruit (nose)
almonds (mouth)

Select two teams of eight students each for the experiment. On one team, each child should perform all the jobs: rolling the dough; cutting

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*Acknowledgment is made to Science Research Associates for permission to adapt material from *Families*, Teacher's Resource Guide, p. 136, by Lawrence Senesh (from *Our Working World* curriculum), Copyright © 1973.

out the ginerbread character; putting in a slice of almond for the mouth, raisins for the buttons, silver beads for the eyes, a slice of candy fruit for the nose; and putting the cookie on the cookie sheet for baking. On the other team, each child should specialize: one child rolls the dough, another cuts out the cookie, and the other children perform the other jobs. The second team's cookie is moved on a piece of waxed paper along the assembly line, each child performing one task. The last child puts the gingerbread boy on the metal cookie sheet.

Both teams work for ten minutes. The experiment should show the greater productivity and efficiency of the children who divide the labor. You can bake the cookies later for the class. At the end of the experiment discuss the advantages of the division of labor. The discussion should emphasize the following points:

1. Each student developed skills for one task more quickly.
2. Less dough was wasted when the labor was divided.
3. Fewer tools and less space were needed with the division of labor. (This is very important in stores and factories.)

Children should also be able to identify two disadvantages: monotony and interdependence. If one worker slows down, the entire production process slows down.

Evaluation

Children might be asked to make a drawing, citing examples of division of labor from home and school. Small groups could share their drawings and discuss the advantages and disadvantages in each case.

If possible, children might visit a local fast foods restaurant, such as McDonald's, to see the division of labor and specialization in that type of operation. An interview with the store manager might provide further insight into the procedure.

Take the children for a walk to find examples of division of labor in their community, such as police officer, barber, grocer, doctor, or hair stylist. Follow-up discussion could explore the reasons for this specialization.

Evaluation may be based on pupil's ability to find examples of division of labor in their own community and/or school.

Model 9

Social Science Generalization

The earth's natural features and climate influence the way people live and what they produce.

Process

--Developing geographic skills

Material*

Program: *The World of Mankind Series*

Title: *The Environments We Live In:*

Teacher's edition, *The Environments We Live In,* pages T88-T92

Pupil text, *The Environments We Live In,* pages 4-5, 6-7, 66-70, 112-113

Wall maps of United States, North America, and the World (political and graphic-relief)

Outline desk maps of the United States and North America

Authors: Margaret S. Branson, C. Raymond Calkins, and Charles N. Quigley

Publisher: Follett Publishing Company

Date: 1973

Grade Levels: 4-6

Model

Ask students: "Have you ever been anywhere--the beach, a mountaintop, or in the woods--where you were completely alone?"

Explain: "Today we are going to try to imagine various regions of our country without any human beings in them. Later we will consider these regions when man becomes the most important creature living in them."

Use the pupil text, pages 66-67, which describes the vegetation areas of North America (forests, grasslands, deserts, tropical forests,

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*Acknowledgment is made to Follett Publishing Company for permission to adapt material from *The Environments We Live In,* Teacher's Edition and student text, by Margaret S. Branson, C. Raymond Calkins, and Charles N. Quigley, (from *The World of Mankind Series*), Copyright © 1973.

and tundras).

Write the word, *biome,* on the blackboard. Ask what part is the prefix. Discuss the prefix, *bio,* and what it means in the words, *biology* and *biologist* (life studies).

1. Can you think of a letter which you might put before *ome* (h)?
2. What do you think *biome* means (life homes or life zones)?
3. Look up *biome* in your glossary or dictionary.
4. Look at pictures on pages 66-67 in the student text. Match the areas described with the pictures (forests, grasslands, desert, tundra, and marine life zones).
5. Describe the climate and what grows in each zone.

Map exercises (duplicated or tape-recorded) could be based on a comparison of the map on pages 6-7 in the pupil text with the one on page 69.

1. What kind of a map is the one on pages 6-7? (Political.)
2. What kind of a map is the one on page 69? (Biome; biome maps are very much like vegetation maps.)
3. Study the key of the map on page 69. Name the biomes in North America (forest, grassland, desert, tundra, tropical forest, rocky shores).
4. What symbols other than colors could have been used to represent the biomes? (Pictures, lines, designs, etc.)
5. Gray is shown on the map, but not in the key. Why? (Gray represents high mountain tops and ice caps which are not life zones.)
6. Study the political wall map of North America. Compare it with the biome map (page 69).
    a. Are the boundary lines the same?
    b. Is the grassland found only in the United States?
    c. Where is the desert biome?
    d. In what kind of a biome is your state?
    e. If you visited New York City, why would it be difficult to tell what biome it is? (Man has altered it.)
7. Study a graphic relief map (pages 4-5 in the text). Are there rivers, mountains, shores, or lakes in your state?
8. Study the biome map of the world on pages 112-113 in the text.
    a. Are there biomes in the other continents that we do not have in North America? (Savannas or tropical grasslands.)
    b. What biomes are not found in the United States? (Savannas and tropical forests.)

c. Find a biome on another continent that is like the biome in your state.

9. Take a field trip to an open space or woods in the local area. Find plants and animals (or signs of animals) that are representative of the biome of your area.

10. Make a chart about biomes in the United States:

BIOMES	CLIMATE	PLANTS	ANIMALS	STATES
Forests				
Grasslands				
Deserts				
Shores				

11. Outline the biomes of the United States on outline desk maps.

12. Outline the biomes of North America on outline desk maps.

Evaluation

Discussion should include questions similar to these:

1. Could man live in each of the biomes of North America? Explain.
2. What is the difference between a desert and a tundra biome?
3. In which of the North American biomes would it be easy to build roads?
4. In which biomes do you think you would find fishing, lumbering, mining, or farming? Why?
5. What parts of the United States have been most altered by people? Which have been least altered?
6. Why do you think the large cities of New York, Los Angeles, Chicago, and St. Louis grew up where they did?

Make a model or diorama of the local biome with help from the children. Include evidence of the three dominant features of a biome: climate, plants, and animals. Ask pupils to draw "then" and "now" pictures of the biome in which they live (particularly effective in an urban area).

Prepare a bulletin board of how humans have affected biomes of the United States. Have a section for: forests, grasslands, deserts, and marine areas. Display pupils' creative writing, drawings, cut-out pictures, signs and slogans of how people have developed and despoiled these areas.

Use a graphic relief map of the United States to evaluate pupils' interpretation of keys, distance, and direction. Use such questions as:

1. What is the distance from Milwaukee, Wisconsin, to Minneapolis, Minnesota?
2. Buffalo, New York, is (north, northwest, northeast) of Cleveland, Ohio?
3. What is the height of the land in Denver, Colorado?
4. Is the water off the coast of Maine more or less deep than off the coast of Oregon?

Further evaluation may be made by testing map skills on other types of maps with different keys.

Model 10

Social Science Generalization

Governments provide many services which individuals cannot provide for themselves.

Process

--Gathering data

Material*

Program:	*Concepts and Inquiry*
Title:	*Our Community:* Teacher's guide, *Our Community* (Learner-Verified Edition II) pages 68-70 Pupil book, *Our Community*, pages 122-125 "Community Helpers Series" study prints (Society for Visual Education) "Working in Our Community" ("Our Community Series" captioned filmstrips, Scott Education Division)
Authors:	Social Science Staff of the Educational Research Council of America
Publisher:	Allyn and Bacon, Incorporated
Date:	1974, 1970
Grade Levels:	1-3 (K-2)

Model

Show *Community Helpers Study Prints* and *Working in Our Community* filmstrip or cut-out pictures to introduce students to jobs which provide goods, private services, and public services.

Read and look at pictures on pages 122-125 of the pupil text, *Our Community*, which show private service jobs (dentist, barber, mechanic, etc.) and public service jobs (sanitation worker, firemen, teacher, etc.).

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*Adapted from *Our Community*, Learner-Verified Edition II (in *Concepts and Inquiry: The Educational Research Council Social Science Program*) prepared by the Social Science Staff of the Educational Research Council of America. © Copyright 1974, 1970 by the Educational Research Council of America. Used by permission of Allyn and Bacon, Inc.

Display on a bulletin board pictures of many kinds of jobs, (i.e., farmer, dentist, teacher, policeman, factory worker, painter, librarian, doctor, fireman, etc.). Post signs: GOODS, PRIVATE SERVICES, PUBLIC SERVICES. Children arrange pictures under the appropriate headings. Discuss:

1. Which services do your parents pay for directly?
2. How do your parents pay the librarian, the policeman, the teacher, and a fireman? (Taxes.)

Assign children to interview their parents about the work they do. Each student writes sentences or illustrates parents' work.

1. My father is a plumber. He has a private job. People pay him when he does a job.
2. My mother is a teacher. She has a public service job. She is paid through taxes.
3. My mother puts together parts of radios. She produces goods. She is paid by the company.

Place this sign on the bulletin board:

PEOPLE PAY TAXES FOR THESE PUBLIC SERVICES

Children collect or draw pictures to illustrate public services. Discuss:

1. Why does the town/city pay for these services?
2. Could each family afford these services by themselves?

Divide the class into groups. Have each group choose a public service to visit (i.e., fire station, library, police station, water department, highway department, town office, etc.). Each group prepares interview questions to gather data on: kind of work, training, hours, equipment, how paid, etc. Instruct students about jotting down key words during interviews; make charts for recording answers; and divide the interview questions among the group. Older students, parent aides, or student teachers, as well as the classroom teacher can accompany the groups. Committees report to the class. Data gathered can be summarized in the class newspaper or prepared in chart form.

Evaluation

Evaluate how well students have learned to gather data by inviting the school principal to speak briefly to the class about his job. Students organize and summarize data individually and as a class.

To evaluate how much students have learned about services, prepare yes and no statements such as:

1. This school is a private school. _____
2. The people in this community pay taxes for police help. _____
3. Our community gives services we could not provide by ourselves. _____
4. The service of the fire department is a private service. _____
5. You pay the librarian every time you take out a book. _____

Observe individual pupils using criterion like these:

1. Does the pupil continue to bring in news articles and pictures about community services?
2. Are books, T.V. shows, and pictures about community services sought by the pupil outside of class?
3. Does the pupil apply data gathering skills (interviewing, reading, note-taking, organizing) to other topics?
4. Does the pupil use the vocabulary (goods, private, public, taxes, service, produces, data, etc.) in speech and writing?
5. Does the pupil show appreciation (in word and actions) for services provided by the community?

Model 11

Social Science Generalization

People of many cultures contributed to the development of civilization.

Process

--Developing research skills

Material*

Program: *Area Studies*

Title: *A Handbook for Preparing a Pupil Specialty on Europe*

Publisher: Chelmsford (MA) Public Schools (Also available through ERIC as *Area Studies: Europe*, teacher's resource guide, ED 090 084)

Date: 1973

Grade Levels: 5-8

Model

This model is a reproduction (with permission) of *A Handbook for Preparing a Pupil Specialty on Europe*, adapted by the Chelmsford Public Schools and widely used in the Chelmsford (Massachusetts) district.

Elementary school children are often asked to "do a report on . . . ." Without structure and some organizing questions, the task can become nothing but busy work. The assignment can also reinforce stereotypes.

The following model assists a class working on an area study to deal with a powerful overriding generalization, to apply other social science concepts, and to develop some good research skills. This learning activity follows a series of introductory lessons that deal with the

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topics to be researched. The whole class develops an overriding generalization after presentation of individual oral reports.

Evaluation

Evaluation is included at the conclusion of the handbook that follows.

A HANDBOOK FOR PREPARING A PUPIL SPECIALTY ON EUROPE

Chelmsford Public Schools
Chelmsford, Massachusetts

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1973

INTRODUCTION

CONGRATULATIONS! You have selected a subject to study which is closely associated with your work in social studies. You have discovered, in working with other subjects, that no one book can possibly give you all the information you need on a particular topic. By looking through different books, films, filmstrips, magazines, encyclopedias, and other media, you can find many different things about interesting subjects. When you have finished doing your research, you will probably know more about that subject than anyone else in your class, and probably more than anyone in the whole school. You will then become a specialist in that subject, and will have something to tell the rest of the class.

Most students enjoy doing this type of work. You have chosen this subject because you selected it, are able to do it, and feel you can do it well. This guidebook is to help you in working out your specialty. Read it carefully and follow the directions. It will make your work much easier. This is not a project on which you must work all alone. Ask your parents, your teacher, and your librarian for help if you need it. Remember the whole world is full of materials and people from whom you can learn a great deal. Seek out valuable sources of information. GOOD LUCK!

Now that you have chosen your subject and have had your completion date assigned, you will want to get right down to work. Plan to use as much free time as you can in the classroom. Plan also to spend some time each school evening on your special project.

1. Have at home each evening the materials you will need.
2. Have a place at home where you can work.
3. Plan to visit the library frequently.

As you proceed through your specialty you will complete each of the following stages:

Stage One -- Note-taking
Stage Two -- Outlining
Stage Three -- Preparation of the Display
Stage Four -- Oral-Visual Reporting

When you have completed your oral-visual report you:

1. May wish to ask the class several questions that deal with what you have reported on or you may wish to give them a test.

2. Will be closely questioned on your subject by your classmates.

3. Will arrange your specialty for display in an assigned place in the classroom.

Each day should see a little more of your specialty completed. When you have an assignment that covers a long period of time it is surprising how quickly times passes.

1. As you complete each section of your pupil specialty check it off on your "Pupil Specialty Check List."

2. Consult with your teacher whenever you run into trouble.

3. Assemble at each stage the material you will need to complete successfully that stage.

4. Refer frequently to your copy of this book.

Maintain high standards of workmanship and your pupil specialty will be a success.

STAGE ONE - NOTE-TAKING

1. Make up a series of general questions that you will answer about your subject.

   Questions such as:

   a. Where is it located, and what is its size?
   b. How does the physical environment affect the lives of the people?
   c. How does family life in the city differ from family life in the village?
   d. What are the resources of the country and how well are they developed?
   e. How well developed is the technology in this country?
   f. What effect does the economic system have on the way people live?
   g. What effect does the government have on the daily lives of the people?
   h. How dependent are people in this country on one another and on other European nations?
   i. What are the problems faced by this country today?

2. Change each of these questions into statements or phrases. Such statements or phrases as:

   a. Location and Size.
   b. Physical Environment and Its Effect on the Lives of the People.
   c. Family Life in the City and Village.
   d. Use of Natural Resources.
   e. Technology and Its Development
   f. Economic System and Its Effect on People
   g. Government and Its Effect on Daily Lives of People
   h. Interdependence
   i. Problems faced by this Region Today

3. For each statement or phrase above use a separate sheet of paper.

4. Write the statement or phrase on the top line as the heading.

5. Gather information widely on your subject.

6. As you find information that goes with one of the headings, write this information, in your own words, under the heading where it belongs.

7. Add new headings as new questions on your subject come up.

8. Take your notes in phrases or short sentences.

9. Number or put a dash before each new note.

10. Skip a line between each new note.

11. Take your notes neatly. It will do you no good now to take notes you can't read later.

12. On a separate sheet of paper keep the information on each source used. See "Procedure for Making a Bibliography."

STAGE TWO - OUTLINING

1. Use each main heading that you placed on the top line of sheet of lined paper as the main division.

   Sample main divisions:

   I. Location and Size
   II. Physical Environment and Its Effect on the Lives of the People
   III. Family Life in the City and Village

2. Read through the notes you have taken under each heading. You might cut these rough notes apart to arrange them more easily. Select the most important items. These will become main ideas.

   I. Location and Size (first main division)

      A. Where it is in the world (main idea)
      B. Bordered by (main idea)
      C. Points of reference (main idea)
      D. Size (main idea)

3. The items or facts that tell about the main ideas appear under them as details.

   Sample details with main ideas and with a main division:

   I. Location and Size

      A. Where it is in Europe
         1. Region (detail)
         2. Latitude and longitude (detail)

      B. Bordered by
         1. Other countries (detail)
         2. Bodies of water (detail)

      C. Points of reference
         1. To United States (detail)
         2. To Africa (detail)
         3. To Asia (detail)

      D. Size
         1. In square miles (detail)
         2. Compared with other countries (detail)

            a. Compared with China (detail)
            b. Compared with Middle East (detail)
            c. Compared with Africa (detail)
            d. Compared with United States (detail)

4. Check with your teacher and language book if you have difficulty constructing your outline.

STAGE THREE - THE DISPLAY AND ITS IMPORTANCE IN ORAL-VISUAL REPORTS

1. The display is an important part of the specialty.
2. Effective visual material (graphs, charts, maps, mounted pictures, slides, time lines, cards, models) should be prepared on every important point.
3. Visual material should be selected from the display material for use in the report.
4. Without the use of good visual material it is difficult to hold an audience for more than five minutes.
5. Effective use of visual material can assist you in holding an audience for as long as fifteen minutes.
6. Visual material selected to be part of your oral-visual report should be of a size that is meant to be viewed at a distance.
7. Visual material should be selected on the basis that it highlights and makes important points clearer.
8. Important or unusual names, places, or ideas can be placed on cards and shown to your audience as you refer to them.
9. Many times in talking about something, such as a product or a custom, it is wise to show a picture or model and a card giving its name.
10. Maps of places in the world should be kept simple, illustrating only those ideas you want to get across.
11. In using maps show not only the place in Europe that you are discussing, but also the relationship of that place to where we live and to other places in the world.
12. A good use of graphs and charts can keep your report clear and effective. Do not copy graphs and charts from textbooks or encyclopedias. Make your own.
13. Nothing is so dull as that type of visual material that has been copied from textbooks that you only half understand yourself.
14. Large pictures, maps and other illustrative material can be sent for from sources of free and inexpensive materials.
15. Old magazines such as the National Geographic and Holiday offer a wealth of visual material. Pictures cut from magazines should be well mounted.
16. If you are in doubt as to what your material should be, ask yourself the question, "Will words alone put across the idea or will I need some display materials to make my thoughts clear."

STAGE FOUR -- ORAL -- VISUAL REPORTING

1. Much of the success of your report will be decided before you say your first word to the audience. How thorough was your research? How well are you at home with your subject?

2. If you are still at the "I will have to read every word when I report" stage, your knowledge of your subject is rather slight.

3. Equally bad is memorizing your report. This is, in a way, the same as reading from your mind. It is important that you know your subject so well that you feel at home with it.

4. You will know much more about your subject than you will have time to report, so your report needs to be carefully organized. Select the items that seem most interesting and relate most clearly to your main idea to include in the oral-visual report. Don't try to tell everything you know. Allow your display to tell about the rest of your specialty. During the question period you will have plenty of opportunity to show how well informed you are on your subject.

5. From your outline select those items your report is going to deal with. Jot these items on three by five index cards. This will allow you some notes to refer to as you present your oral-visual report.

6. Select from your display materials (graphs, charts, maps, mounted pictures, models) those items that best go with your report.

7. Practice giving your oral-visual report. Add and subtract items from your outline and display materials as they seem to fit or not to fit. As you practice giving your report, work in your visual material. Try to tape record one of your practice reports, and then listen critically to your presentation.

8. Select only visual material that will help you illustrate important points or highlight your report. Use visual materials when words do not seem to make clear what you are saying.

9. Do not put all your visual material either at the beginning or the end of your report. Locate the visual material in your report so that these illustrations are used with the words or ideas they are meant to clarify. Have the words and pictures go together.

10. In giving your oral-visual report you will be either sitting or standing, facing your audience. You will undoubtedly be nervous. Do not allow this nervousness to upset you. Nervousness is normal. It means you are excited. Take a deep breath and begin.

11. In order to attract the audience's interest, have a well prepared and colorful first sentence. This will get you off to a good start. For example: "Have you ever thought what it might be like living on a mountain?" "Although most kids don't know it, there's more to France than French bread, French toast, and French fries."

12. Look at your audience as you report. Talk directly to them. Do not look at the floor, ceiling, table top, or try to hide behind your notes or display material.

13. Try to be as relaxed as possible. Use a chatty delivery, as if you were describing something to a group of friends.

14. Speak in a clear, strong voice so all can hear you. Speak slowly so all can understand you. Hold your visual material so all can see it. Pause from time to time to allow an idea to reach the audience.

15. In presenting a new word or idea you will have to repeat it several times if it is to mean anything to your audience. Show a new word on a card rather than just repeating.

16. Conclude with a short summary.

PROCEDURE FOR MAKING A BIBLIOGRAPHY

A bibliography is a listing of all the sources that you have used in your research. You make a bibliography so that people who are interested in finding out more about your subject will know where to go for information. It is suggested that you keep the information needed for this as you go through your note taking. The information for your bibliography is available on the title page of the source you are using.

THIS IS THE FORM TO BE USED FOR ALL INDIVIDUAL SOURCE BOOKS:

Author (last name first). Title. City of Publication: Publisher, Date of Publication. Pages used.

EXAMPLE:

Gidal, Sonia and Tim. My Village in England. New York: Random House, 1963. Pp. 46-49.

THIS IS THE FORM TO BE USED FOR ALL PERIODICALS:

Author (if name is given, last name first). "Title of Article Used." Title of Periodical, Volume Number (month, year), page numbers of the article.

EXAMPLE:

________________. "Britain: Life in the Old Bulldog." Newsweek, 81 (May 28, 1973) Pp. 48-49.

THIS IS THE FORM TO BE USED FOR ALL ENCYCLOPEDIAE:

Author (if name is given, last name first). "Title of Article Used." Name of Encyclopedia, date of edition, volume, page numbers of the article.

EXAMPLE:

________________. "Greece." Modern Century Encyclopedia, 1972, 10, pp. 894-897.

PUPIL SPECIALTY CHECK LIST

	PUPIL CHECK	TEACHER CHECK
NOTE TAKING		
a. Questions completed		
b. Changed to statements or phrases		
c. Placed each statement or phrase at the top line of a white sheet of paper		
d. Read widely on topic		
e. Identified the source for each note		
f. Completed note-taking		
LIMITING THE TOPIC		
a. Decided what part of the general topic to write about		
b. Established a point of view about topic		
OUTLINING		
a. Used each statement or phrase as a main division		
b. Used the next most important ideas under each statement or phrase as main ideas		
c. Used the facts that tell about the main ideas as details		
d. Completed outline		
THE DISPLAY		
a. Selected all possible display material related to specialty		
b. Made display material covering important points		
c. Printed important ideas and words on cards		
d. Printed on back of display material information needed in talking about it		
e. Completed display material		
ORAL-VISUAL REPORT		
a. Selected information from outline needed to tell about the subject		
b. Jotted notes on 3 by 5 index cards		
c. Selected visual material from display to go along with oral report		
d. Worked visual material into the oral report		
e. Completed a summary		
f. Practiced giving the report		

PUPIL CHECK LIST FOR JUDGING A SPECIALTY REPORT

Name of Pupil Making Report

Title of Report

	Excellent	Good	Fair	Poor or None
1. Showed he was well acquainted with his subject				
2. Spoke in a clear voice				
3. Presented his report in an organized way				
4. Brought out important points				
5. Looked at his audience while speaking				
6. Made sense in the things he said				
7. Used visual material to clarify his report				
8. Visual material was easily seen				
9. Visual material was used to illustrate important points				
10. Visual material was not just used at start or finish of report but used throughout report				
11. Visual material was well labeled				
12. Visual material was held so all could see				
13. Spoke from notes				
14. Summarized important points				
15. Answered correctly most of the questions asked				
16. Held the interest of his audience				

MATERIALS AVAILABLE IN CHELMSFORD FOR SPECIALTY REPORTS ON EUROPE

1.0 BOOKS

- 1.01 The People of Western Europe
- 1.02 The People of Eastern Europe
- 1.03 How People Lived in Greece and Rome
- 1.04 Western Europe
- 1.05 Eastern Europe
- 1.06 Syryker - Post Yearbooks
  - 1.061 Western Europe
  - 1.062 Soviet Union and Eastern Europe
- 1.07 Western Europe - Eastern Europe
- 1.08 Looking at Italy
- 1.09 Come along to Italy
- 1.10 My Village in Italy
- 1.11 Looking at Holland
- 1.12 Come along to the Netherlands
- 1.13 Looking at Norway
- 1.14 My Village in Norway
- 1.15 Looking at Greece
- 1.16 Come along to Greece
- 1.17 My Village in Greece
- 1.18 Looking at France
- 1.19 Come along to France
- 1.20 My Village in France
- 1.21 Looking at Denmark
- 1.22 My Village in Denmark
- 1.23 Looking at Spain
- 1.24 My Village in Spain
- 1.25 Come along to Belgium
- 1.26 Come along to Germany
- 1.27 My Village in Germany
- 1.28 Come along to England
- 1.29 My Village in England
- 1.30 Come along to Ireland
- 1.31 My Village in Ireland
- 1.32 Come along to Scotland
- 1.33 Come along to Bulgaria
- 1.34 Come along to Romania
- 1.35 Come along to Sweden
- 1.36 Come along to Switzerland
- 1.37 My Village in Switzerland
- 1.38 My Village in Austria
- 1.39 My Village in Finland
- 1.40 My Village in Yugoslavia

2.0 FILMSTRIPS

2.01 Modern Central and Southern Europe series
2.02 Life in Other Times series
2.03 Countries of Eastern Europe series
2.04 Countries of Western Europe series
2.05 Eire: The Irish Republic set
2.06 Modern Northwestern Europe series
2.07 Modern Greece
2.08 Living in the Iron Curtain Countries Today series
2.09 Our Heritage from the Old World series

3.0 SOUND FILMSTRIPS

3.01 Romania
3.02 Yugoslavia
3.03 Greece

4.0 RECORDINGS

4.01 Folk Tales and Legends of Eastern Europe
4.02 UNICEF "Hi Neighbor" series

5.0 STUDY PRINTS

5.01 Early Civilizations Visual Teaching Picture Portfolio
5.02 UNESCO Study Prints of Denmark, France, Hungary, Netherlands, Spain, Switzerland, United Kingdom, and the Soviet Union

6.0 ARTIFACTS and ART OBJECTS

6.01 MATCH Kit - House of Ancient Greece
6.02 Mediterranean Land Festival Figures

7.0 FILMS

7.01 European Culture Region: Its People at Work
7.02 Eastern Europe: Unity and Diversity
7.03 United Kingdom - Crowded Islands
7.04 West Germany - Industrial Giant
7.05 West German Family
7.06 Scandanavia - Rewards of Excellence
7.07 Greece: So Rich, So Poor
7.08 Ireland
7.09 Scotland: The Highlands
7.10 Scotland: The Southern Uplands and Central Lowlands
7.11 Modern France: The Land and the People

EMBASSY AND INFORMATION OFFICES FOR EUROPEAN COUNTRIES

Many countries have excellent material for students. Letters should be carefully written on official school stationery asking in a courteous manner for specific material and stating the purpose for which it will be used. It is better not to ask for "all the free material you have."

Austria--Austrian Information Service, 31 E. 69th St.,
New York, N. Y. 10021
Austrian State Tourist Department, 444 Madison Ave.,
New York, N. y. 10022

Belgium--Belgian Information Service, 50 Rockefeller Plaza,
New York, N. Y. 10020
Official Belgian Tourist Bureau, 422 Madison Ave., New York,
N. Y. 10017

Bulgaria-- Office of the Legation, 2100 16th St., N. W.
Washington, D. C. 20009

Cyprus--Embassy of Cyprus, 2211 R St., N. W., Washington,
D. C. 20008

Czechoslovakia--Secretary of the Embassy of the Czechoslovak
Socialist Republic, 3900 Linnean Ave., N. W., Washington,
D. C. 20009

Denmark--Danish Information Office, 280 Park Avenue,
New York, N. Y. 10017

Estonia--Consulate General of Estonia, 9 Rockefeller Plaza,
New York, N. Y. 10020

Finland-- Consulate General of Finland, 200 East 42nd St.,
New York, N. Y. 10017
Finnish Travel Office, 41 East 50th St., New York, N. Y.

France--French Government Tourist Office, 610 Fifth Avenue,
New York, N. Y. 10020
Press and Information Division, French Embassy, 972 Fifth Ave.,
New York, N. Y. 10021

Germany, West--German Information Center, 410 Park Avenue,
New York, N. Y. 10022
German National Tourist Office, 500 Fifth Avenue, New York,
N. Y. 10020

Great Britain--British Information Services, 845 Third Avenue
New York, N. Y. 10022
British Travel Association, 336 Madison Avenue, New York,
N. Y. 10017

Greece-- Greek National Tourist Office, 601 Fifth Avenue,
New York, N. Y. 10017

Hungary--Legation of the Hungarian People's Republic,
2437 15th St., N.W., Washington, D. C. 20009

Iceland--Iceland Tourist Bureau, 551 Fifth Avenue, New York,
N. Y. 10017

Ireland--Irish Tourist Board, 590 Fifth Avenue, New York,
N. Y. 10036

Italy--Italian State Tourist Office, 21 East 51st St., New
York, N. Y. 10022
Italian Information Center 686 Park Avenue, New York, N.Y. 10021

Latvia--Legation of Latvia, 4325 17th St., N.W., Washington,
D. C. 20011

Lithuania--Lithuanian Legation, 2622 16 St., N.W., Washington,
D. C. 20009

Luxembourg--Luxembourg Economic and Tourist Department, 200
East 42nd St., New York, N.Y. 10017 (Library requests only)

Monaco--Principality of Monaco Information Center, 630 Fifth Ave.,
New York, N.Y. 10020

Netherlands--Netherlands Information Service, 711 Third Ave.,
New York, N. Y. 10017

Norway--Norwegian Information Service, 825 Third Ave.,
New York, N. Y. 10022

Poland--Polish Embassy, 2640 16th St., N.W., Washington, D.C. 20009

Portugal--Casa de Portugal, 570 Fifth Ave., New York, N.Y. 10036

Romania--Embassy of the Socialist Republic of Romania, 1607
23rd St., N.W., Washington, D.C. 20009

Spain--Spanish State Tourist Office, 485 Madison Ave.,
New York, N.Y. 10022

Sweden--Swedish Information Service, 825 Third Ave.,
New York, N.Y. 10022

Switzerland--Swiss National Tourist Office, 608 Fifth Ave.,
New York, N.Y. 10020

Union of Soviet Socialist Republics--Embassy of the USSR,
1125 16th St., N.W., Washington, D. C. 20036

Yugoslavia--Yugoslav Information Center, 816 Fifth Avenue,
New York, N. Y. 10021

Model 12

Social Science Generalization

Each citizen has civic responsibilities as well as rights.

Process

--Role playing

Material*

Program:	*Social Studies: Focus on Active Learning*
Title:	*One Plus One: Learning About Communities:* Teacher's edition, lessons 49-52, pages 98-103 Pupil book, lesson 14, pages 111-117 Reading range workbook, pages 95-102 Role-playing cards (segment 303, step 2 from *World of Communities Media System:* Macmillan prepared media)
Authors:	Ruth MacDonald, John Jarolimek, and Bertha Davis
Publisher:	Macmillan Publishing Company, Incorporated
Date:	1974
Grade Levels:	2-3

Model

Introduce new words: *rights, responsibilities, vote, limits, freedom.*

Read or tell the story "Dogs and People" (pages 111-115 in pupil text, *One Plus One*). The story is about unleashed dogs who come to the school playground. One day some dogs get in a fight and a nearby child gets bitten. Parents organize a newspaper campaign and hold meetings to have dogs restrained. The town officers respond with a new regulation, which says all dogs must be kept at home during school hours, and a $25 find is imposed on anyone who breaks the law. Discuss:

---

*Acknowledgment is made to Macmillan Publishing Company, Inc. for permission to adapt material from *One Plus One: Learning About Communities,* Teacher's Edition, pp. 98-103, student book, pp. 11-17, Reading Range Workbook, pp. 95-102; by Ruth MacDonald, John Jarolimek, and Bertha Davis (from *Focus on Active Learning: Social Studies* curriculum, Copyright © 1974).

1. When did parents get upset about the dogs at school?
2. How did the parents show they were upset?
3. How was the new town law passed?
4. How did the town officers make sure the law was obeyed?
5. Suppose the people had not become upset about the dogs, but the town officers passed the law just the same. What might have happened?

Relate the question of freedom in the story "Dogs and People" to the students' freedom in school.

1. Can you do exactly as you wish in this classroom?
2. Is it right to limit your freedom at school? Why?
3. What kinds of limits on your freedom do you think would be unfair?

Prepare students for role-playing situation: "Let's act out a meeting like the one we read about in 'Dogs and People.' Each of you will have a card that tells you what part you will play, but not the exact words you will use. You make up your own words."

Distribute *Role-Playing Cards* for the following roles: town officers, citizens, parents, teachers, dog owners, delivery men. (Use role-playing cards from *World of Communities Media System* or teacher-prepared cards like the ones on pages 100-103 of the guide in *Teacher's Edition* of *One Plus One*.) Copy one role-playing card on the blackboard to show pupils how they change descriptions to words and action. Here are some examples of role-playing cards:

1. You are a town officer. You are called a selectman or mayor. You sit at a table facing the "citizens." You lead the meeting. You listen to people and ask questions.
2. You are an older person. You had a dog when you were young. Now, sometimes dogs that are tied bark and disturb you. You think dogs should be free to run around.
3. You are a parent and your child was bitten on the playground. You want dogs to be tied or kept at home. You want your child to be safe at school.
4. You are a teacher. You have a dog and you like dogs. Some children in your class, who are afraid of dogs, won't go out at recess. You do not know what to do about it.
5. You are a dog owner. You do not have any children. Listen to what all the others say and decide what you should do.

There should be several pupils playing each role at the meeting, so that many points of view are presented. Arrange the room so that the town officers sit at a table facing the citizens, or so that everyone is in a circle. Allow time for pupils to think about their responsibility at the meeting. Set up rules for the meeting:

1. The chief town officer will open the meeting, call on citizens to speak, and announce the decisions of the officers.
2. Citizens will stand when they wish to speak and wait for the town leader to call on them.
3. Town officers ask questions when they don't understand what citizens mean, hold a brief conference after all members have spoken, and tell the citizens what they plan to do (dog leash law, further study, or plan no action).

Hold the meeting.

Afterwards, discuss the meeting in terms of the substance and process of the simulation. Help students evaluate the meeting and plan how they could improve their performance.

1. Did the town officers act as most of the citizens felt? If not, what can the citizens do?
2. Do you think citizens should call attention to laws that are needed? Is that a responsibility of a citizen?

Evaluation

Discussion questions on "Dogs and People" story:

1. What did the children do at home the night that the child was bitten at school?
2. What did the parents do that made the town officers decide to hold a meeting?
3. Where did the new law say dogs should be during school time?

Students study pictures about "New Traffic Light" on pages 116-117 in student text, *One Plus One*, or teacher-prepared sketches showing steps citizens might take to get a traffic light installed at a dangerous intersection. Students work in pairs to see if they understand cause, effect, and order of events in getting a new regulation. Discuss:

1. Who lost freedom when the light was put in?
2. Did anyone have to give up some rights?
3. Did anyone gain any rights?

Evaluate pupils as they explain who gains and who loses freedom when such laws are made.

Show signs:

NO TRESPASSING
NO PARKING
UNLAWFUL TO LITTER
SPEED LIMIT 55
ONE WAY TRAFFIC
EXIT THIS WAY

Evaluation may be based on each pupil's understanding of why the laws expressed on the signs are necessary; and on the pupil's ability to identify who makes the laws, who obeys the laws, who enforces the laws (and/or how each of these groups might feel about the laws).

For further evaluation, prepare an ongoing bulletin board with headings:

SCHOOL RIGHTS
SCHOOL RESPONSIBILITIES

Ask pupils to cut out or draw pictures which illustrate the headings and put them in the appropriate column. Creative stories, slogans, and signs might also be displayed under each heading. Evaluation could also include additional headings on the bulletin board:

USES SCHOOL RIGHTS WISELY
REMEMBERS RESPONSIBILITIES

Pupils' names can be posted under these headings when they display concern for their rights and responsibilities.

Chapter II

Selected Valuing Models

One of the characteristics of the "new social studies" is an emphasis on "values" and "valuing." The current development in values education has involved some problems: confusion about the definition of the terms *values* and *valuing,* doubt about the school's role in teaching values, lack of adequate training and confidence among teachers concerning values education, difficulty in selecting wisely from the tremendous number of curriculum materials, and lack of evaluation procedures to measure values development.

The valuing models developed in this chapter will be based on the definitions and approaches described by Douglas Superka *et al.* in *Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography* (1976). (See Chapter III for details about this publication.) Superka defines *values* as "criteria for determining the levels of worth, goodness, and beauty" that guide people's thoughts, words, feelings, and actions. *Valuing* is defined as "the process of developing or actualizing values." Superka considers five approaches to values education: *inculcation, moral development, analysis, clarification,* and *action learning.*

The purpose of *inculcation* is to instill values and change student behavior so that it reflects certain predetermined values.

The *moral development* approach encourages students to develop more complex moral reasoning powers, and through successive and sequential stages, to attain higher levels of moral development.

The *analysis* approach helps students to use logical thinking and scientific methods to decide value issues. Pupils are taught to apply analytical processes to their own values.

The *clarification* approach focuses on helping students to become aware of their own values and those of others, to communicate openly about their values, and to use emotional awareness as well as rational processes to examine their values, feelings, and behavior.

The *action learning* approach extends analysis and clarification to provide a chance for students to act on their values in group projects in their own environment.

It seems to the authors of this paper that three of these approaches are most appropriate for illustration here: *moral development, analysis,* and *clarification.* In contrast with the *inculcation* approach, these approaches are more in tune with the open inquiry goals of the new social studies. In contrast with the *action* approach, these three approaches are reflected in commercial materials that are readily available for use with elementary pupils. (Some activities will be suggested in this chapter for group action, however.)

Eight models that illustrate the selected valuing approaches are included in this chapter. Each model develops a selected valuing approach and suggests teaching strategies, student and teacher materials, student activities, and evaluation. These materials have been selected from commercially available programs; instructional models for both primary and intermediate students are included. Models were selected which could be adapted successfully by teachers in a variety of classroom situations. The following chart gives an overview of the valuing models of Chapter II.

Summary of Selected Valuing Models

Model	Valuing Approach	Social Studies Program
1	Moral development	*First Things: Values:* *But It Isn't Yours*
2	Moral development	*Readiness Strategies for the Moral Development of Young Children:* *Private Property*
3	Value analysis	*People/Choices/Decisions:* *A Village Family*
4	Value analysis	*The Social Sciences: Concepts and Values:* *Level Four: Orange*
5	Value analysis	*Family of Man:* *Japanese Family*
6	Value clarification	*Values in Action:* *Role-Playing Model*
7	Value clarification	*Values Clarification: A Handbook of Practical Strategies for Teachers and Students:* *Alternative Action Search*
8	Value clarification	*People Projects:* *Who Is Your Napoleon?*

Model 1

Valuing Approach: Moral development

Processes: Filmstrip viewing and small group discussing

Material*

Program:	First Things: Values
Title:	*But It Isn't Yours, Part One:* Sound filmstrip Discussion guide, pages 16-24
Authors:	Thomas Glynn and Jere Kupecky
Consultants:	Lawrence Kohlberg and Robert Selman
Publisher:	Guidance Associates
Date:	1972
Grade Levels:	1-3 (4-6)

Model

But It Isn't Yours is a two-part sound filmstrip that presents two unresolved dilemmas about property rights. *Part One,* the focus of this valuing model, asks the question: Is it ever right to borrow something without asking? This sound filmstrip is designed to be used as a discussion stimulant--discussion that leads to moral development. The filmstrip presents this scenario:

> While sledding, Jason breaks his brother's sled and has no available wood for repairing it. If he borrows wood from absent friend, Lionel, without permission--even though he plans to replace it later--has he violated his friend's property rights?

Discussion should take place immediately after showing the sound filmstrip. The following sequence, based on field testing of the material, is suggested.

1. *Review the filmstrip with the class.*

Before moral discussion can take place, it is essential that

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*Acknowledgment is made to Guidance Associates for permission to adapt material from the Discussion Guide for the sound filmstrip *FIRST THINGS: VALUES, But It Isn't Yours,* Copyright © 1972.

the children know exactly what they are to discuss. Ask a few questions to make sure the children understand the story and are aware of the dilemma. Review the names of the characters in the filmstrip and the part each plays in the unfolding story.

2. *Model the discussion for the class.*

   After showing the filmstrip, it is helpful to demonstrate to the class exactly what it means to "discuss." You need at least three people--older students, teachers, or aides--who should sit in a circle facing one another, each arguing a different position on the dilemma. (*A Strategy For Teaching Values,* another filmstrip in the *First Things: Values* series, includes a model, which teachers can show their classes.)

3. *Break the class into small groups for discussion.*

   Divide the class into small discussion groups of four or six children. These groups should include both sexes, and they should be arranged in small circles around the room, at tables or on the floor. The children then should be asked to imitate the model discussion, asking questions, giving reasons, *listening,* and stating opinions *to each other,* not to the teacher. Circulate, listen in on the discussion, keep them on the track, clear up problems, and interject questions when needed and useful.

4. *Keep the discussions balanced with appropriate questions.*

   The inventive use of questions is the key to a successful small discussion group as an instrument of moral development. It is important that each side of the dilemma be fairly represented if a conflict, and consequent moral development, is to occur.

   If too many children think Jason *should* use Lionel's wood without permission, ask them one or more of these questions to keep the discussion balanced:

   a. Will Lionel still be Jason's friend if Jason takes his wood without asking? Why?

   b. Remember that Lionel has already measured the wood and drawn lines on it. Does that make a difference? Why?

   c. When Jason used his brother's sled, he was using something that didn't belong to him. What if he now uses wood that doesn't belong to him? How do you feel about that?

   If too many children think Jason *should not use* Lionel's wood without permission, ask:

   a. Which is easier to replace--a piece of wood or a whole sled?

   b. Have you ever been in a situation when you just *had* to use someone else's property, and you didn't have time to ask permission?

   c. Karen, the girl at the community center, seems to think that Lionel will understand if Jason uses his wood. Does that make a difference?

5. *Use additional questions to broaden the scope of the discussion.*
   a. Jason has a problem no matter what he does. If he takes the wood he may get in trouble with Lionel; if he doesn't his brother will be disappointed. Can you think of a way Jason's friends might help him with his problem?
   b. Suppose Jason takes the wood. Is Jason *stealing* the wood or borrowing it? What is the difference? Does it make any difference if Jason plans to replace the wood, or that he takes it in front of two other children?
   c. Suppose Jason tells his father and brother about breaking the sled. What will they do? Would they approve of Jason taking Lionel's wood to fix the sled?

Evaluation

There are a number of activities which might help continue the process begun in discussion. They also serve as evaluative measures to assess the progress of individual students.

Debate is a good follow-up and evaluative activity. It is important to encourage children to focus on *reasons* for their moral decisions. One way to accomplish this is to organize a debate between two teams. Children can debate whether or not Jason should use Lionel's wood to fix the sled. Or they can debate two compromise (sharing) solutions to the dilemma which might come up in class discussion. Let six or eight children sit in two rows of chairs facing each other and each give one or two reasons for their team's side. The remainder of the class will judge which team has the best reasons, voting by secret ballot.

"Take a Stand" is a game activity. Use chalk or tape to establish five lines on the floor. After showing the filmstrip, have the children discuss it in buzz groups. Then put about ten children picked at random at the center line, which stands for "undecided." Show them that the line nearest them on the right stands for "maybe Jason should use Lionel's wood." The outside line on the right stands for "Jason should definitely use Lionel's wood." The inside line on the left stands for "maybe Jason should not use Lionel's wood." The outside line on the left stands for "Jason should definitely not use Lionel's wood."

Each child on the "undecided" line should be asked in turn to move to the line that corresponds to his or her opinion about the dilemma. But to move, the child must first give a reason or repeat one given by a classmate or a character in the filmstrip. When each child has moved to a line and given a reason, ask the children if they want to change their minds, having heard all the reasons. Let the children on one side encourage children on the other to change lines by offering more reasons. Or let children who are not playing contribute reasons. But remember, whenever children change lines, they should be encouraged to give a reason for changing.

Evaluation could be based on many aspects of these activities. The reasons that pupils give can be evaluated according to how much thought and understanding they display.

Model 2

Valuing Approach: Moral development

Processes: Discussing and observing

Material*

Program:	*Readiness Strategies for the Moral Development of Young Children*
Title:	"Private Property," pages 69-70
Author:	Richard K. Jantz, Thomas D. Yawkey, and Trudi A. Fulda
Publisher:	Unpublished manuscript
Date:	1975
Grade Levels:	K-1

Model

This model introduces valuing to young children at the lowest level in the stages of moral reasoning. Children recognize that some things are considered their private property, while other things are intended for use by everyone. Through this activity children will be able to identify the right to private property as a universal right by classifying the coats or sweaters of other children as the private property of those other children.

Begin by constructing an experiment chart of the "life of a coat" as it comes to school. Write on chalkboard or newsprint: "The Story of My Coat When It Comes To School."

Lead discussion on private property, using a child's coat or sweater as an example. Ask such questions as:

1. What is something that you consider to be your private property, something that belongs just to you? What makes it private?
2. How do you treat your private property?
3. How should you treat the private property of other children?

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*Acknowledgment is made to Professor Richard K. Jantz for permission to adapt material from "Readiness Strategies for the Moral Development of Young Children," an unpublished manuscript co-authored by Thomas D. Yawkey and Trudi A. Fulda.

4. Why might *your coat* be called private property? How should you treat it? The coats of others?

5. Do you think everyone should have some private property? Why?

Student responses can be used to write "My Coat" class story.

Establish a procedure for hanging up and getting coats so that the private property of each child is respected by all the other children. Have children identify other pieces of private property they have at school, and then identify things that are considered public property (i.e., the class ball, pencil sharpener, reading table, etc.).

Evaluation

Observe the respect for private property that children exhibit while hanging up and getting their coats or while handling other public or private property.

Make a chart with the pupils' names and two columns, PRIVATE PROPERTY and PUBLIC PROPERTY. Devise a way for children to evaluate how well they care for public property and respect private property.

Model 3

Valuing Approach: Value analysis

Processes: Filmstrip viewing and small group discussing, developing "issue discussion sequence" skills

Material*

Program:	*PEOPLE/CHOICES/DECISIONS*
Title:	*A Village Family* Teacher's edition, pages T32-T33, T36-T39 Pupil text, pages 18, 53-55 Activity book, pages 34-35 Recording, "Felipe Considers A Change" Filmstrip, "Azteca"
Authors:	Harold Berlak and Timothy R. Tomlinson
Publisher:	Random House
Date:	1973
Grade Levels:	3-6

Model

Introduce the Mexican village of Azteca and the Vega family by viewing the filmstrip, "Azteca," or use this summary information.

> The Vega family includes Felipe and Elena, the father and mother, Roberto, 18, Ester, 11, Carlos, 9, Pancho, 5, and Maria, the baby. Azteca (not a real village but representative of ones in this area) is located about 75 miles from Mexico City. The whole Vega family have lived all their lives in Azteca. They are farmers. They raise corn and make rope to sell at the village market. The Vegas have little land and, as they can't afford to even rent oxen, do most of the farm work by hand. The land is dry and they can't afford to irrigate it. As the children are needed to work, they have attended school only a few years. Maria, the baby, is not healthy, and they are not able to provide proper health care for her.

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> The Vega family do love their village; they know all the people there; they are happy with the village celebrations and devoted to their lovely old church, whose bells sound throughout the valley. It would be difficult for them to leave the life they have always known, though they work very hard and life is not easy for them.
>
> One day Felipe receives a letter.

A copy of this letter can be found on page 53 of the pupil text. The letter is also reproduced here (see next page).

The letter can be used as a learning tool in a variety of ways. Here are some selected suggestions from the teacher's guide, *A Village Family,* pages T32-T33.

1. The receipt of the letter can be a dramatic event. Instead of reading the letter from the textbook, you might prepare a copy to be "delivered" in an envelope. Explain to the children that a letter from Uncle César to Papa Vega has been intercepted. How many of you can guess its contents? The letter can then be read to the class and the discussion questions asked.
2. The children should be asked to suggest thoughts that might occur to Felipe or Elena when they consider moving. The statements may be general or specific, but they should be based on what the children know about the village. Examples might be given to insure that the class understands the activity. For instance, when Felipe contemplates moving to Mexico City he might think: "No rain again this year. Maria is ill because she does not have good food. Work in the fields becomes harder every day." The children can then tape record their statements about why the Vegas might want to move. When ten or more statements have been recorded, they can be played back. Then, through discussion, the children can be helped to clarify the statements, to eliminate duplications, and to see why certain statements may be used to support either position. The statements may be summarized on the chalkboard or by using an overhead projector as each reason is heard and discussed.

After the children have acquainted themselves with the Vegas and discussed the family's predicament, they can listen to the recording, "Felipe Considers a Change" (in the teacher's guide, *A Village Family,* pages T36-T39 and also reproduced below along with some selected teaching strategies from the teacher's guide).

Before playing the recording, ask the class to listen specifically for the answers to the following questions:

1. Why is Papa so upset today?
2. What does Roberto think about moving to Mexico City?

Dear Felipe:

I hope that you and your family are in good health. How is Maria? Now that spring and warm weather are here, perhaps her sickness is gone? I send my best wishes that she get well quickly.

One night last week when I was returning from work, I met Miguel Marcial. Miguel now lives in Mexico City. He went to Azteca not long ago to visit his sick mother. He told me that things are not good in Azteca this year. The rains have not come and the land is very dry. He said that even the plums are small like peas.

Brother Felipe, I know that even in good years the land on the hill does not always give you enough to pay your debts and buy your food. Brother, you know in your own mind what is best for your family. It is not for me to tell you what you should do. But here in Mexico City, my family eats meat on many days and we have milk. Life is not easy, but we have things I did not have in Azteca. There is electric light. Soon I hope to buy a television set and pay for it a little each week. Manuel, my son, goes to school here every day and is writing this letter for me.

Perhaps you will think of coming to live in Mexico City. I will try to help you find work. I feel there is hope for a better life for your family in Mexico City.

Your brother,
César Vega

3. Why does Elena urge Roberto to speak to Felipe?
4. Do you think Elena will be able to convince Felipe to stay in Azteca?

A transcript of this tape recording is provided here for teacher's use.

Felipe Considers a Change

PAPA. Roberto! Carlos! The morning will be gone before we get to the fields. There is much work. Finish your tortillas.

ROBERTO. Si, Papa. I am ready, but Carlos has gone with Ester to get water for the plum tree.

PAPA. The plum tree! What's more important, the plum tree or the corn? Ah! Here is Carlos. Come, Carlos, it's getting late. Roberto, Carlos is here. Let's go to the fields. There is much work to be done.

ROBERTO. Si, Papa.

MAMA. Carlos! Roberto! Do not forget your tortillas!

ROBERTO. Si, Mama, we have them. Papa, there are clouds, maybe there will be rain. The corn is dry.

PAPA. Ah! Rain! There will be no rain. Yesterday, there were clouds and no rain. And the day before there were clouds and no rain.

ROBERTO. But there are many clouds today.

PAPA. Ah! Roberto, you do not learn. Look at the sky. The clouds are white and thin. By noon they will be gone, and the sun will toast the earth and the corn. Now, go with Carlos to look for wood on the mountainside. If you work hard, you'll find all we need and maybe some for Mama to sell at the market. By midday come to the fields. There is much work for both of you.

CARLOS. Papa is angry.

ROBERTO. He is not really so angry, he is just worried. If there is no rain, the corn will die. Then we'll have to buy corn at the market, but we don't have enough money for that. So, Papa will have to borrow some. Times are very hard, Carlos.

CARLOS. Papa wanted to pay back Senor Gomez the pesos that he borrowed last year.

ROBERTO. It will be worse this year, if the rains don't come soon. Last year at harvest time, I worked for Senor Gomez in his fields. I made a hundred pesos. But this year, with no rain, even Senor Gomez will not need extra workers.

CARLOS. If we are lucky, we will find the wood that we need for the house. But I do not think we will find enough wood for Mama to sell. And there won't be any plums to sell this year either.

ROBERTO. Without water nothing grows. Things are not good, Carlos. Maria is not well. She gets so little milk. Mama is worried about her. There is not enough money to buy all the milk and fruit she needs to get well. I heard Mama telling Papa about Rosa Garcia. The Garcias are moving to Mexico City. I could find work and make some money for myself. But for Papa and Mama and Ester, it would be hard to leave. Here, Papa owns his own house and has his own fields. Mama knows everyone. Life is not easy, but they love Azteca.

NARRATOR. Felipe and the boys work all day. By noon the clouds are gone and the sun is hot. In the late afternoon, they return home for their supper. They eat a meal of tortillas and beans. After the meal, Felipe calls Elena, Roberto, and Carlos. And Felipe speaks to them.

PAPA. Elena, today I have thought much in the fields. I can see there won't be much corn unless there is a miracle, and I do not expect a miracle for the Vega family this year. Elena, you know what is in my head: Mexico City. I have spoken today to Juan Garcia and he has heard there is work in Mexico City, a better life. In Mexico City I could work and earn a living for my family. Here we work and work and work and we have nothing.

ROBERTO. Papa! Mama does not want to go to the city.

PAPA. I can't help it. I don't want to leave, either. But we cannot go on this way. The corn is struggling and could easily die. Then we will have to borrow more money to buy food and for corn seed to plant next year. What else can we do? I cannot let my family go without food. I know what must be. There is no reason to talk more today. I have to go to the village now to see Juan again. I'll be back later.

MAMA. Roberto! You must talk to your papa. Life is hard, but it has always been hard.

ROBERTO. Papa is right. Things are very bad for us here. The corn is almost without life. Mexico City may be better--better food for Maria, too. Maybe there will be money to buy clothes and meat. I cannot argue with Papa because I think he is right. You must speak to him yourself, Mama.

> MAMA. You are young, Roberto. You do not know what it is to live in a strange place, to leave all the people of the village. I have lived in Azteca all my life. I have heard that people do not go to church in the city, and the priest does not know the people. Mexico City is a big place with many strangers. I'm too old to leave my home.
>
> ROBERTO. There are many new things in the city, Mama. You would get to like it. The ways of the village are old.
>
> MAMA. But Roberto, you do not understand. We cannot leave Azteca. Roberto, you are the oldest son. You must talk to Papa and help him to understand. He will listen to you. We will be alone with no friends. We will be among strangers who will steal from us. Azteca is our home.

Right after the recording has been played, you can proceed directly into discussion or role-playing activities. Here are some selected examples of activities suggested in the teacher's guide.

> After the recording has been played, children may be asked to pretend they are one of the characters and to give their feelings about staying in or leaving Azteca. The children should be asked to take a position on whether they believe the Vega family should move to Mexico City or remain in Azteca. The teacher should try to legitimize independent position-taking by encouraging individuals, especially those who adopt the minority view, not to change their position merely because most or certain people in the class take the opposite position. One way to discourage children from emulating one another is to use a secret ballot where they simply write "move" or "stay" and pass it in to the teacher. It should be emphasized that even those individuals who are not certain should choose a position.
>
> Children should then be divided into two groups: those who support staying, and those who support moving. One group can then be asked to offer one reason (statement of fact) supporting their position. After a few moments of discussion, the group decides on an initial argument, which they announce to the other side. The other group must respond directly to that statement with one supporting their own position. Their response is then announced, and then the groups alternate turns. It is the teacher's role to keep the discussion directed and to encourage the individuals to respond to one another. This strategy deliberately slows down the succession of arguments, and encourages consideration of the previous argument. The teacher does not engage directly in the argument, but may wish to interrupt, if some of the arguments express statements that are unquestionably false, or individuals fail to question even the most obviously poor reasons. The children should be able to recognize an argument that has little data to support it.

Evaluation

Observe how well students:

1. Accurately describe situations.
2. Listen to the positions of others in an argument.
3. Respond directly to a previous argument or statement.
4. Provide specific data to support general statements.
5. Evaluate the accuracy of data.
6. Categorize data.
7. Empathize with others and their problems.

Evaluate how well students understand the dilemma faced by the Vega family and how well they can support positions they take on issues by having them do selected exercises from pages 32, 34-35, *A Village Family* Activity Book. Some sample exercises:

1. Write statements about the Vegas' way of life in Azteca that would be reasons for their moving or staying.
2. Write specific information for the following statements:
    a. The Vegas are a poor family.
    b. Felipe's land is difficult to farm.
    c. Mama Vega enjoys living in Azteca.
    d. The Vega children are not able to attend school regularly.
    e. There are many occasions which the Vegas enjoy in Azteca.
3. Arrange the statements below under the proper headings. Be sure the statements support one of these two general headings truthfully: *Reasons Why the Vegas Should Stay in Azteca*, or *Reasons Why the Vegas Should Move to Mexico City*.
    a. Everyone in the family works very hard, but there is not enough to eat.
    b. There are many activities in the plaza in Azteca.
    c. Felipe loves his land and Azteca.
    d. Ester has many friends in the village whom she enjoys.
    e. Felipe's land is difficult to farm and does not provide enough food.
    f. There was very little rain this year.
    g. Mama has friends she has known all her life in Azteca.
    h. Life has been getting harder for the Vegas each year.
    i. The Vegas can't afford proper health care for Maria.
    j. The Vega children have to work and can't attend school every day.

k. There are people in Azteca who are richer than the Vega family.

l. Felipe's brother promises a better life in Mexico City.

Evaluation may be based on pupils' performance in doing these exercises.

Model 4

Valuing Approach: Value analysis

Processes: Reading and discussing

Material*

Program: *The Social Sciences: Concepts and Values* (developed by Center for the Study of Instruction)

Title: *Concepts and Values: Level Four (Orange)*, 2d ed.

Teacher's guide, page 219

Pupil text, page 160

Authors: Paul F. Brandwein and Judy H. Nelson

Publisher: Harcourt Brace Jovanovich, Inc.

Date: 1975

Grade Levels: 4 (3-5)

Model

Part A: What Do You Think? Some questions from the pupil text, page 160:

1. Suppose there is oil under the ground in your backyard. If you don't know the oil is there, is it a resource? Why or why not?
2. Suppose you know about the oil in your backyard, but you do not want to tear up your garden. Is the oil a resource to you? Why?
3. Suppose you know the oil is there and have the money to build a well. Your neighborhood is zoned for homes only. Is the oil a resource for you now? Why or why not?

Evaluation for Part A

1. Did pupils recognize the importance of caring in the decision to use a substance as a resource?
2. Did they recognize in *their own words* that a substance could be *thought of* as a potential resource to someone else, but not to a person who neither knew or cared about it?
3. Did they recognize a possible conflict between group values and individual values?

Note how the above questions help the teacher clarify, in his or her

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mind, the depth of the pupils' analysis of the oil-as-a-resource values problem.

Model

Part B: What Should You Do? A short story from the pupil text, and accompanying questions, follows.

> Nancy's uncle brought her a harmonica when he returned from his trip to Germany. Nancy didn't care much for the harmonica, and she never played it at all.
>
> Her friend Susan liked it very much, however. Susan had a Girl Scout ring that her sister used to wear. Nancy liked the ring.
>
> Nancy and Susan decided to trade the harmonica for the old ring. Both girls were pleased with the trade. Nancy's mother wanted Nancy to get the harmonica back.
>
> 1. How may Susan's mother feel? Why?
> 2. What should Susan do? Why?
> 3. What may happen then?

Evaluation for Part B

1. Did the children think of at least one reason why the mother might be angry?
2. Did they think of the uncle?
3. Did they try to compare the values involved?
4. Did they think of a way out that might please everyone?
5. Did they think of a way out that was at least explainable to everyone?

Once again these questions help the teacher evaluate the value analysis that the students have done. The questions also suggest the kinds of points the teacher might raise to keep the discussion going or to introduce another dimension in the analysis.

Model 5

Valuing Approach: Value analysis

Process: Taba/Fraenkel analysis of values model

Material*

Program: *Family of Man* (developed by the University of Minnesota Project Social Studies)

Title: *Japanese Family:*
Teacher's resource guide, pages 72, 94-96

Author: Charles L. Mitsakos, General Editor

Publisher: Selective Educational Equipment, Inc.

Date: 1972

Grade Levels: 1-2 (K-4)

Model

Read this first part of *Taro and the Tofu* by Masako Matsuno (pages 94-96 in Teacher's Resource Guide) to the children:

> *It was windy.*
>
> *The wind was cold. The cold, windy day was growing into a cold, windy night. From the window where he was watching for the tofu seller, Taro could see the evening star already twinkling in the eastern sky.*
>
> Tofu *is Japanese for what is called "bean curd" in English. It is white, and shaped like a small cake. It is soft and cool to the touch. And it is very nourishing, so it is one of the most important foods of the Japanese people.*
>
> *Usually, Taro's mother bought* tofu *from an old peddler who came along the street every evening. "Pooo...Pooo... Poooooo..." his trumpet sounded, calling his wares.*
>
> *Other tofu sellers came along the street, too.*
>
> *"P P PPPP Poooooo..." But that wasn't the old man's trumpet.*
>
> *"Poooooooo...P P P Poo..." wasn't his call either.*

---

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"Pooo...Pooo...Poooooo..."

"Here he comes," Taro's mother would say. "He is poor, but his bean curd is the best of all." And she always bought tofu from the old man.

But on this cold, windy evening the old man did not come.

"P P PPPP Poooooo..." sounded.

"Poooooooo...P P P Poo..." sounded, too.

But not "Pooo...Pooo...Poooooo..."

In the snug, warm kitchen Taro and his mother waited and waited, listening to each seller's trumpet until at last it was time to cook supper.

"I wonder what has happened to him," said Taro's mother. "This is the first time he hasn't come without letting us know."

"Shall I run to his shop?" asked Taro.

His mother hesitated. "It's getting dark...and cold, too."

"That's all right," said Taro. "It's not so late yet, is it? I'll get the tofu for you, Mother."

From beyond the village shrine woods, the cold wind blew. Taro, clutching a small pan for tofu in one hand and a silver coin in the other, began running as soon as he left the house.

The shopping street was crowded with people buying food for supper. The shops were light and gay.

"Come in and buy! Come in and buy! My fish are fresh!" a loud voice called from a fish store.

"Stop, boy! Can't you smell my roasted yams?" a young sweet-potato seller shouted to Taro.

But Taro didn't stop. This wasn't the place he was looking for. The old man's shop was much farther along the street, away from the main shopping place. That was why he went to the houses every evening to sell his tofu.

Taro bumped and jostled his way through the crowd. Beyond the lights and noise of the shops it was cold and dark and lonely. Only one dim light showed at the very end of the street. It was the light of the old man's shop.

The old man was surprised to see Taro. "Are you alone?" he asked. "Did you come here all by yourself?"

"Yes, ojiisan (old man), my mother needs two cakes of tofu. She waited a long time for you to come, but you didn't come. What happened?"

The old man took the tofu pan Taro was holding out to him. "I'm sorry," he said. "My grandson doesn't feel well today, so I couldn't leave him alone. But I'll come to your house tomorrow evening, as usual," the old man added, handing Taro *the filled tofu pan, "so you won't have to come down in the cold."*

"How much?" asked Taro.

"Thirty yen."

Taro handed the coin to the old man, who slowly counted out the change under the dim light of the shop.

"Thank you, Taro," he said. "You'd better hurry home. Your mother must be waiting for you."

"Yes. Good-by!"

"Don't run, Taro!" the old man shouted after him. "My tofu is soft and delicate. Carry it carefully so it doesn't break.

Pitcha...Pitcha...Pitcha...Top...Top...Top... The water which keeps bean-curd cakes soft and moist sloshed in the pan Taro held carefully against his chest. Sometimes he lifted the tofu pan high above his head so it wouldn't be bumped by the crowd and the delicate bean curd broken. But he walked fast, too. Whenever he did an errand for his mother, he was allowed to keep 10 yen for himself, and he was in a hurry to get to the little candy store on the main shopping street.

The candy store was run by an old lady with big glasses who always sat in a far corner of the shop reading a newspaper. She rarely spoke more than a few words to her customers. "Thank you, good boy," or "Thank you, good girl," she would say, never looking up from her paper. It was one of the seven wonders to Taro how she knew a boy was a boy - or a girl, a girl - without ever looking at them.

And the old lady never seemed to mind if the children took a long time to decide what to buy with their pocket money. It made Taro feel that all the candies in the store belonged to him until at last the moment came to decide exactly what to buy.

Sugar beans, chocolate candies, salted beans,
chewing gum...

Taro had to decide quickly today so he could hurry home with the tofu.

Two packages of chocolate, he said to himself, putting his hand in his pocket for the change the old man had given him. Taro picked one of the coins to give to the old lady.

But, wait, it was a 50-yen coin!

Where did I get this?

Stop reading at this point and ask the children:

1. What has happened in the story so far?
2. What do you think Taro will do next? Why?

3. How do you think he will feel if he does that?

4. What would you do if you were Taro? Why?

Finish reading the story:

Taro looked at the coin in surprise. I thought the old man gave me seven 10-yen coins, for the tofu was 30 yen, and I gave him a 100-yen coin. One, two, three, four, five, six... Here are six 10-yen coins and a 50-yen... Then the old man made a mistake. I must return the extra 40 yen to him right away. He will worry if he finds he has lost money.

But outside it was already dark and the wind was harsh.

"It's getting late, and very cold..." a strange little voice whispered inside Taro's head. "Why not tomorrow? Even if the old man worries, the mistake is his own fault. It's very cold, and Mother must be waiting," the secret voice continued.

Taro looked at the money in his hand, and then at the cold outdoors. "It's just the same whether you give the money back tonight or tomorrow," whispered the voice again. "Besides, who knows that you've got the extra money? No one need know. Imagine, with forty extra yen to spend, you could buy sugar beans and salted beans and chocolate and chewing gum and even more. . . . Right?"

Oh, no - it was almost a shout inside him - no, no, it's not right. This is not my money. It belongs to the old man, even if it was his fault that he gave me the wrong change. I don't want the candies and chewing gum! Taro was talking to himself very fast now, as if he was in a hurry to rid himself of the strange, secret voice inside his head. I will return the money right now.

"Obasan! *(Miss!)" Taro called to the lady of the candy store. But his voice sounded so dry and cracked that only a little husky whisper came out.*

"Obasan!" *he called once more. "I'll take two packages of chocolate candy today."*

"Thank you, good boy," answered the lady, without looking up.

Taro smiled. "And may I leave my tofu pan here for just a little while?" he asked.

"Of course you may, good boy," answered the old lady, still looking at her newspaper.

Taro put his tofu pan carefully on the counter with a 10-yen coin for the candies and ran out of the store. He ran down the gay shopping street, zigzagging through the crowds of people. He was still running when he reached the little shop where the old man was bending over a big tub of tofu.

"Back so soon?" said the man, seeing Taro. "Does your mother need more tofu?"

"No. I came to give this money back to you," said Taro, panting.

"What money?"

"You gave me the wrong change. Forty extra yen."

"Really? I didn't notice it. Are you sure the money isn't yours?"

"Yes, I'm sure. You gave me a fifty-yen coin instead of a ten-yen coin. I'll put the money here. All right? I must hurry; Mother is waiting for me."

"Thank you very much, Taro," said the old man with gladness in his face.

Taro was happy, but he was embarrassed too, for he remembered the strange little voice.

"Not at all," he said quickly. Before he knew it, he found himself taking one of the packages of chocolate candy from his pocket. "For your grandson, ojiisan,*" he said.*

"Thank you.... Thank you...."

The old lady in the candy store was still reading her newspaper when Taro stopped to pick up the tofu pan.

"Thank you for keeping it for me," said Taro.

"Not at all, good boy," said the lady, and much to Taro's surprise she looked straight at him.

Taro had never seen her look at anything except her newspaper. What was more, she was smiling at him behind her big glasses, almost as if she knew what had happened. But, no, it couldn't be possible!

"You'd better hurry, good boy. It's very late," said the lady.

Taro nodded and went out of the store with his tofu pan.

Most of the shops on the shopping street were closed now, and only a few people still lingered there. The wind was very cold.

Anyway, thought Taro, it doesn't matter if the lady knows what the voice said. Because I gave back the money.

He was so happy that he wanted to run all the way home, but he remembered to walk carefully with the old man's delicate tofu. Pitcha...Pitcha...Top...Top... The water in the pan sloshed softly and rhythmically, as if it were trying to match Taro's light spirit.

In the warm, cozy kitchen Taro told his parents what had happened to make him so late. He told them about finding the *extra 40 yen, and he told them about returning to the old man's shop. He told them everything...except he didn't tell them about the strange, secret voice in his head. Nor did he tell them about giving the candy to the old man's sick grandson. Why? I don't know. Taro just felt like keeping those things to himself, I think.*

"May I have a chocolate candy now?" he asked.

"Yes, but just one. Supper is almost ready," said his mother, stirring the tofu into the delicious smelling soup.

It was still windy outside. And the wind was cold. Yes, I have told you it was a cold, windy night, haven't I?

But Taro felt warm. And the chocolate candy tasted good, you know.

After the story have the students recall Taro's behavior, make inferences about what values are involved, and compare how they are different or similar to the values of other individuals in similar situations.

Use questions similar to these in the analysis:

1. What did Taro decide to do?
2. What do you think his reasons were for doing this?
3. What do these reasons tell you about what was important to Taro?
4. How do you think his parents felt when he told them what he had done?
5. Have you ever had something like this happen to you?
6. How did you feel?
7. Why do you think you felt this way?
8. What does this show about what you think is important?
9. How does this compare with Taro's feeling or the feelings of other boys or girls in class (or children of other cultures that the pupils may have studied)?

The discussion may be extended to point out the cultural universals in solving value dilemmas.

Evaluation

Use a similar approach with another story that depicts a value dilemma, noting children's comments during the analysis.

Model 6

Valuing Approach: Value clarification

Processes: Role-playing problem situations depicted in sound filmstrips

Material*

Program: *Values in Action*
Title: *Values in Action, Role Playing Model:*
Teacher's guide, pages 5-8
Sound filmstrips
Authors: Fannie Shaftel and George Shaftel
Publisher: Holt, Rinehart and Winston, Inc.
Date: 1970
Grade Levels: 4-6

Model

Values in Action is a series of ten open-ended sound filmstrips which encourage students to "examine their values and to realize that there are varied ways of solving their problems." Each filmstrip dramatizes a problem situation involving the values of group and peer pressure, honesty, rules, friendship, helping others, pride, or responsibility.

The materials can be employed in either role-playing or discussion lessons. Since the Shaftels are known for their extensive research and writing in "Role Playing for Social Values," the focus of this model will be on role playing. Following is the sequence of strategies they suggest for use with any of the filmstrips.

1. *The Warm-up*

> To prepare the children for viewing the filmstrip, ask a question or two. Ask, for example, if anyone in the group has ever had a fight with his or her best friend and then wanted to do something to get even. You may say, "I suppose all of us have been in this kind of situation at some time."

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*Adapted from *Values in Action*, teacher's guide, pp. 5-8, by Fannie Shaftel and George Shaftel. Reprinted by permission of Winston Press, Inc. Copyright © 1970. All rights reserved.

Start the group thinking about the problem the filmstrip is going to present to them. Allow the children to recall experiences they have had, or to remember how they felt and what they did in a similar situation.

2. *Presenting the Filmstrip*

Get ready to show the filmstrip by first saying, "I am going to show you a filmstrip in which some boys (or girls, or people) had some problems like yours. This story will stop, but it will not be finished. When the filmstrip is over, you may have some ideas about how the story could end."

3. *Eliciting Responses*

When the filmstrip ends, turn up the lights and wait for responses. You may want to ask, "What is happening here?" Allow children to respond. Encourage a variety of interpretations by asking, "Do any of you see this differently?"

Encourage further analysis by asking, "How do you think ______________ feels? How about the others?" Then finally, ask, "What do you think will happen now?"

The "climate" is the key to realistic role playing. You must demonstrate through your own behavior that you know that many problems are not easy to solve, that often we behave impulsively and get into difficulties, that there is not necessarily one "right" solution.

Guide the children at first to think of "what *will* happen" rather than "what *should* happen." You want the *should* aspect to emerge from the group's growing insight as they role play the situation.

Work for open-ended exploration. All ideas, even antisocial ones, should be accepted for analysis through the role playing. Thus the consequences of all of the solutions are demonstrated, in action.

4. *Inviting Initial Role Playing*

Some of the children, by their responses and by their expressions, will have indicated that they have ideas about the situation, or that they are identifying with a particular person in the story. Invite a child to be the key person (the person who must act next). Ask him/her what he/she will do next. Ask what other people will be needed to help in the role playing.

5. *Preparing the Audience*

Before the enactment begins, prepare the rest of the students to observe purposefully. You may suggest that:

a. Some children identify with particular roles and be prepared to comment on how realistically they were presented.

b. Or some children may be asked to observe different people in terms of how they think those people are feeling.

c. Or the class may be asked to think through the consequences of the actions taking place.

6. *Setting the Stage*

You may help the role players by asking questions like:

a. Who are you, in this story?

b. Where will this take place?

c. What time of day is this?

d. Where in the story are we starting?

e. What are the various people doing?

7. *The Enactment*

The role players then stage their enactment. Allow the children to use chairs for seating, to designate doorways, etc., but generally keep props to a minimum. The actual performance may be brief or extended, depending on the idea being presented. The actors may end the story with a mere question and answer; or they may see many facets to the situation and work out an action that will resolve the emotional conflicts of values and ideas.

An enactment does not have to go to completion. You may stop it when the role players have clearly demonstrated their ideas of what will happen. You may cut in, stop the children, and say, "We now have one way this could happen. What do you think?" Or, you may sometimes allow a situation to be played out to the bitter end, so that the consequences become dramatically clear to the group.

8. *Discussing and Evaluating*

After an enactment, you must be careful not to be judgmental. You may end the enactment, thank the performers, then ask the class an open-ended question like, "What is happening?"

You may encourage responses that will promote discussion by asking questions like:

a. How does ____________ feel now?

b. Could this happen in real life?

c. What do you think will happen now?

d. Are there other ways this situation could end?

9. *The Reenactment or Further Enactments*

The same players may wish to change their proposal. Other enactments may present different children's ideas of how the roles could be handled or the situation resolved. Often, different students may take the solution presented by the first role players and carry it forward to new enactments in terms of further consequences.

10. *Sharing Experiences and Generalizing*

After a number of enactments have occurred--either following one line of action through a series of consequences, or exploring a number of alternative lines of action--you may ask the class, "Where are we now?"

This type of open question may encourage a review of the many solutions that have been explored and may precipitate some generalizing. You may ask, "Is there some place in this story where someone could have done something that would have made this situation come out differently?"

In responding, the children will focus on the decision points in the story. This will help children to become aware that it is important to look ahead to the possible consequences of decisions they make.

Evaluation

Ask the children to make decisions about the feasibility and value of the different solutions:

1. Which solutions could really happen?
2. Which solution would make the people involved happiest?

During the group discussions observe the children to see if they are aware of the consequences of behavior. Such awareness can be a basis for gradual acquisition of attitudes and values essential to ethical behavior. As children become aware of the effects of their choices on others, and as they learn to think about such consequences with teacher support, they develop ethical behavior and social responsibility, which are the foundations of positive citizenship.

Model 7

Valuing Approach: Value clarification

Processes: Discussing, role playing

Material*

Program: *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*

Title: Strategy Number 24, "Alternative Action Search," pages 198-203

Authors: Sidney B. Simon, Leland W Howe, and Howard Kirschenbaum

Publisher: Hart Publishing Company, Incorporated

Date: 1972

Grade Levels: K-6

Model

Introduce "Alternative Action Search" by reading the purpose for strategy number 24 on page 198 of *Values Clarification Handbook:*

> Frequently, we find ourselves acting one way in a situation and later regretting it or wishing we had behaved differently. The clearer people are about their values, the more their actions are like their feelings and beliefs and, therefore, the less often they later regret their actions. This strategy enables students to consider alternatives for action in various situations.

Initiate a discussion about things that we did that we later regretted. Then present the students with a specific situation or story (see examples below) which calls for some proposed action. Then ask, "Now, given all your beliefs, feelings and values related to this story, ideally, what would you want to do in this situation?"

Each student, individually, is to write out briefly or tape-record what he or she would do in the given situation. Then the students break up into groups of three or four to discuss their proposals and try to decide which of their solutions would be the most desirable. They may not

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*Acknowledgment is made to Hart Publishing Company, Inc. for permission to reprint material from *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, pp. 198-203, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Copyright © 1972.

necessarily end up in agreement, but they should try. After ten or fifteen minutes, the discussion can move to the whole class. Sample stories (from the *Handbook,* pages 199-201) are:

1. You are walking behind someone. You see him take out a cigarette pack; withdraw the last cigarette; put the cigarette in his mouth; crumple the package and nonchalantly toss it over his shoulder onto the sidewalk. You are 25 feet behind him. Ideally, what would you do?
2. There is a boy in your class who has a body odor problem. You know the general sentiment is, "He's not such a bad kid, but I just hate to get near him." You hardly know him--you just have sort of a nodding acquaintance at a friendly distance. Ideally what would you do?
3. You are pushing a shopping cart in a supermarket and you hear a thunderous crash of cans. As you round the corner you see a two year old being beaten, quite severely, by his mother, apparently for pulling out the bottom can of the pyramid. Ideally, what would you do?
4. You are on a vacation trip and are driving to the beach with your parents. You would like to go to the amusement park, but you are concerned because you have spent most of the money you had saved for your vacation earlier. Your father stops for gasoline and you get out and walk around. A lady is walking back to her car and you see her purse fall open and her wallet fall out. You walk over, pick up the wallet just as the lady gets into her car to drive away. The edges of several ten dollar bills are sticking out of the wallet. No one saw you pick it up. What would you do?
5. At a picnic, there is a giant punch bowl. One of the little kids, much to everyone's horror, accidently drops his whole plate of spaghetti into the punch. What would you do?

Evaluation

Role play the situation described below from the *Handbook,* pages 201-203; try out possible solutions as agreed upon by the group. Try more than one solution to see possible consequences for the different solutions.

1. You have forgotten your last two dentist appointments. The dentist was furious the last time. You have an appointment today. You look up and see it is exactly 2:00 p.m., which is when you're supposed to be there. It is a 20 minute walk to his office and there are no buses. What would you do?
2. You see a kid three or four years younger than you shoplifting at the local discount store. You're concerned that he'll get into serious trouble if the store detective catches him. What would you do?

3. Your father has been giving you a lot of flack about how much TV you watch. One day you come home from school and the TV set isn't working. You suspect your father has done something to the set. What would you do?

Observe students during small group work and role-play situations using the criterion of pupils' growth in:

1. Awareness of their own beliefs.
2. Ability to anticipate the consequences of their choices.
3. Ability to search for alternative actions.
4. Translation of their beliefs into behavior patterns.

Model 8

Valuing Approach: Value clarification

Processes: Small group and class discussions, creative writing

Material*

Program:	*People Projects*
Title:	"Who Is Your Napoleon?": Teacher's guide, pages 1-7 Pupil materials, Set B, Card 5
Author:	Merrill Harmin
Publisher:	Addison-Wesley Publishing Company
Date:	1973
Grade Levels:	3-5

Model

Introduce "Who Is Your Napoleon?":

> I am not sure if this is true, but I heard this story: Yesterday, when a man was asked, "Are you Napoleon?", he replied, "No, I am not Napoleon." However, a lie detector test showed that he was not telling the truth.

Discuss what the story means. Ask:

1. Do you think the man was really Napoleon?
2. How could the man have been Napoleon?
3. Do people sometimes say they are famous people? Why?
4. Do you think many of us sometimes wish we were famous persons?
5. Would you like to know who are the favorite famous people of members of our class?

Students work in small groups and write or tape responses to the following questions. Within the groups, members read or play responses for each question before proceeding to the next question:

1. Choose one or two famous persons you would like to be.

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*Acknowledgment is made to Addison-Wesley for permission to adapt material from the teacher's manual *People Projects* and Set B, Card 5 "Who is Your Napoleon?" by Merrill Harmin, Copyright © 1973.

2. In what ways would you like to be these persons? What special qualities do your famous people have?
3. Do you have any of the qualities that you admire in your famous people?

As each group finishes the discussion, prepare a chart and record responses under the following headings:

NAME OF STUDENT	FAMOUS PERSON	QUALITIES TO ADMIRE

Display all the charts and discuss:

1. Were any famous people chosen by more than one of you? Why?
2. Do the famous persons have any of the same qualities? (List qualities which are common among the famous persons.)
3. How many of you feel they possess any of the qualities we have listed? Tell us which qualities.
4. How many of you can find qualities on our list that you would like to develop? Name the qualities.

Evaluation

Observe pupils' growth in ability to:

1. Identify their own personal characteristics.
2. Express feelings.
3. Recognize personal qualities in others.
4. Distinguish between events and wishes, probability and certainty, and thoughts and feelings.
5. Know how to make choices and seek alternatives.
6. Learn how to deal with complexities in human affairs.
7. Empathize with others.
8. Know social as well as personal needs.

Use a creative writing assignment to evaluate how well students understand qualities of character. Some sample assignments:

1. Write about an animal you would like to be. Discuss which qualities you admire in the animal. Why would you make a good ______ (name of the animal you chose)?
2. If you could have a name which describes you, (i.e., Ms. Strong, Mr. Kind, Ms. Friendly, Mr. Gentle, Ms. Honesty, etc.) what name would you choose? Explain why.

Chapter III

Annotated Resources

This chapter contains annotations on a variety of practical resources for elementary social studies teachers. Section 1, "Selected Interdisciplinary Models: Resources from Chapter I," describes the programs from which the exemplary lessons in Chapter I were taken. Section 2, "Selected Valuing Models: Resources from Chapter II," describes the sources of the exemplary lessons in Chapter II. Section 3, "Teacher Resources: Books, Booklets, and Multimedia," describes additional materials selected for their practicality and usefulness to inservice elementary social studies teachers. Section 4, "Teacher Resources: Articles and Periodicals," lists and annotates various periodical publications that often feature items about teaching social studies.

The resources are arranged alphabetically within each section. The content, teaching strategies, intended user characteristics, and details about the product are given for each of the resources used in the model lessons in Chapters I and II. Ordering addresses and price information have also been included wherever possible. The prices given are the most current available, but they are *subject to change* without notice. Please check with the publishers for their latest prices before ordering. Prices given are "school" ("net") prices.

Documents that are available from the Educational Resources Information Center (ERIC) are indicated by an ED number at the end of the bibliographic entry. This ED number should be used when ordering ERIC documents. To order microfiche (MF) or paper copy (HC) of any of these documents, write to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. All orders must refer to the ED number and be accompanied by prepayment, including postage. The current book rate is $0.25 for the first pound and $0.10 for each additional pound. One pound is approximately 35 microfiches (one microfiche contains 96 document pages) or 100 paper copy pages, including containers. If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

The entries in this chapter have been selected because the authors of this paper have found them to be good sources of ideas for elementary teachers. They are practical, usable materials which represent a wide variety of ideas for lessons and materials that can be incorporated into existing programs or used to develop totally new social studies programs.

Section 1

Selected Interdisciplinary Models: Resources from Chapter 1

Area Studies: A Handbook for Preparing a Pupil Specialty on Europe. Chelmsford, MA: Chelmsford Pulic Schools, 1973. ED 090 084, 14 pages. This handbook is reproduced in this paper as Model 11 in Chapter I. It is also available from ERIC under the title, *Area Studies: Europe.* EDRS price: MF-$0.83; HC-$1.67.

This booklet is adapted from "Pupil Specialty" in *A Guide for the Elementary Social Studies Teacher,* 2d ed., by W. Linwood Chase and Martha Tyler John (Boston, MA: Allyn and Bacon, 1972). It is designed as a self-directed activity for pupils (grades 5-8) with periodic teacher checks. The booklet directs the pupil through the various stages of a research project which culminates in an oral presentation.

Boston Children's Museum. *Materials and Activities for Teachers and Children* (MATCH). Boston, MA: American Science and Engineering, 1969. *The City* lesson (Model 7, Chapter I) illustrates the MATCH project. Other titles in the MATCH project include: *The Japanese Family; A House of Ancient Greece; Medieval People; Indians Who Met the Pilgrims;* and *Paddle-to-the-Sea.*

The City is one of six units developed at the Boston Children's Museum with funding from the United States Office of Education. *The City* kit comes in a cardboard carton and contains a picture pool (36 photos), a city model, an aerial photograph, two films, a 33 1/3 r.p.m. record, a reference book, four Magic Windows, a large map, a desk map of "Four Corners, U.S.A." to duplicate, and a teacher's guide.

The City, designed for grades 3-6 (adaptable for 1-3 if the teacher does the reading) can be used for two to four weeks of in-depth study of a city. The content explores urbanization, habitat, culture, interaction, causation, and change. Activities include role playing, map making, discussion, and problem solving.

Publisher: American Science and Engineering, Inc.
20 Overland Street
Boston, MA 02215

Price: Complete kit, *The City* (includes 37 large photographs, 2 films, city model and chalkboard, 33 1/3 r.p.m. record, reference book, 4 "magic windows," large layout of "Five Corners," teacher's guide, and cardboard containing case) - $552.50

Kit without two films - $357.00

Education Development Center (EDC). *Man: A Course of Study* (MACOS). Washington, DC: Curriculum Development Associates, 1970. *The Netsilik Eskimos on the Sea Ice* lesson (Model 5, Chapter I) illustrates the MACOS project.

Funds from the National Science Foundation, the Ford Foundation, and the Carnegie Corporation financed the EDC Social Studies Curriculum Program, of which *Man: A Course of Study* is one project. *Man: A Course of Study* is designed for a one-year social studies program for upper elementary or middle school students (grades 5-7).

The materials include 21 student booklets, nine teacher's guide booklets, two records, five filmstrips, 23 maps, three games, 16 color films, posters, photo murals, project cards, and worksheets.

The content is drawn from current research in behavioral science and emphasizes the concepts of life cycles, adaptation, agression, group organization, communication, and language. Teaching procedures include discussion, independent research, games, creative projects, and problem solving. *Man: A Course of Study* has been field tested systematically and evaluative data is available from EDC.

Publisher: Curriculum Development Associates, Inc.
1211 Connecticut Avenue, N.W., Suite 414
Washington, DC 20036

Price: Several purchase options available from publisher

Educational Research Council of America. *Concepts and Inquiry*. Learner-Verified Edition II. Boston, MA: Allyn and Bacon, 1970. The lesson, *Our Community* (Model 10, Chapter I) illustrates the *Concepts and*

Inquiry project, Level Two. Other titles in *Concepts and Inquiry: Communities at Home and Abroad* are: *Australia and the Aborigines* and *Alaska and the Eskimos.*

Concepts and Inquiry is a K-12 interdisciplinary social studies program developed by the Educational Research Council of Greater Cleveland (now Educational Research Council of America).

The second level, *Communities at Home and Abroad* and *American Communities,* includes nine student booklets and two teacher's guides. The materials are designed for one year's work at second-grade level, but could easily be used by more advanced students. Content includes the home community, Eskimo and Australian aboriginal communities, and six American communities.

The teaching strategies include role playing, simple social science investigations, inquiry skills related to problem solving, and critical examination of values.

The Lerner-Verified Edition is a revised edition. The revisions are based on three years of field testing the elementary materials in the *Concepts and Inquiry* project.

Publisher:	Allyn and Bacon, Inc. Rockleigh, NJ 07647
Price:	Pupil text, *Our Community* (paperbound) - $2.55 Teacher's guide, *Our Community* (paperbound) - $2.55 Set of two sound filmstrips (with records or cassettes) - $42.00 Vocabulary building exercises, duplicator masters - $6.75

Fielder, William R., ed., Georgiana Feeney, Allan O. Kownslar, Roger C. Owen, and Mindella Schultz. *Holt Databank System.* New York, NY: Holt, Rinehart and Winston, 1972. *Inquiring about Cultures,* by Roger C. Owen (Model 2, Chapter I) illustrates the fourth level of the *Holt Databank System.*

The *Holt Databank System,* a comprehensive social studies program for grades K-6 under the general editorship of William R. Fielder, includes student texts, a resourceful teacher's guide, and a "databank," or complete kit of audio-visual and print components. Portions of the "databank" are also available in print format as "databooks."

Inquiring About Cultures is designed as the fourth level in the program or for the fourth grade in traditionally organized schools. The material is somewhat adaptable to other grade levels. It draws heavily on anthropology and sociology to introduce the concept of culture and "develop skills and criteria for identifying levels of cultural complexity." The readings are brief, colorful, and appealing; they relate effectively to the program's objectives.

Materials at other intermediate grade levels focus on specific social sciences while the program at the primary level tends to be more multidisciplinary in nature.

Publisher: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Prices: Pupil text, *Inquiring About Cultures* - $5.58
Teacher's guide, *Inquiring About Cultures* - $5.97
Databank (two boxes, containing print materials and audio visual components) - $349.00

Jarolimek, John, and Bertha Davis. *Social Studies: Focus on Active Learning (Level Two: The World of Communities)*. New York, NY: Macmillan, 1971, 1974. *One Plus One: Learning About Communities* (Model 12, Chapter I) illustrates *The World of Communities* project, Level Two.

Social Studies: Focus on Active Learning is a multimedia social studies program, developed under the direction of John Jarolimek at the University of Washington for grades 1-6. *The World of Communities,* the second level of this program, consists of a text, a set of reading exercises, and various nonprint materials.

The World of Communities was designed for a year's work at the second level of the program, but the materials could be used independently at higher or lower levels. The student text of *One Plus One* focuses on interdependence in community living; the structure, functions, and procedures of government; and the reasons for laws. The case study method is used to help students in applying problem-solving skills to social living. The activities are designed to help students locate, organize, and apply information through the use of films, charts, graphs, maps, puzzles, role play, and reading exercises.

Publisher: The Macmillan Company
School Division
866 Third Avenue
New York, NY 10022

Prices: Grade Two, *One Plus One,* and *The World of Communities:*
Pupil text (hardbound) - $4.95
Teacher's Annotated Edition - $5.70
Media System A
  Overhead transparencies (4 sets)
  Pupil's cards and games (1 set) - $31.95
Media System B
  Display cards - $37.50
Pupil's cards and games (10 sets) - $18.00
Puzzles - $15.00
Reading Range - $2.64
Key to Reading Range - $3.30
Films (16mm., sound, color) - $119.40
  Sycamore Street - $69.90
  Help - $56.70

MacDonald, Ruth, and Peter Dow. *People and Technology.* Cambridge, MA: Education Development Center, 1973. *Acquiring Energy: Technological Intervention in the Environment* (Model 4, Chapter I) illustrates the *People and Technology* project.

Acquiring Energy is the second major unit in *People and Technology,* a program developed at the Education Development Center, for students in the middle grades (5-8) to explore the relationship between technology and society. The program includes a variety of student readings in different formats: booklets, newspaper facsimiles, comic books, and charts. It also includes audio-visual material, simulation games, and manipulative materials.

People and Technology employs inquiry oriented lessons and a series of "hands on" or manipulative activities to enable the students to actually experience technology. Students begin their study by examining whaling as a technological system. They conduct field study in their own community to analyze other systems. Then they consider the "impact of large scale, irreversible intervention into the natural environment in the search for energy sources."

This second unit provides further experiences for analysis of the relationships among people, environment, and technology. *People and Technology* has a strong valuing dimension in many of its activities. The materials were thoroughly field tested prior to their final development.

Publisher: Education Development Center, Inc. (EDC)
15 Mifflin Place
Cambridge, MA 02138

Price: Classroom Materials Set:
Unit I, "Using Tools": 30 copies each of 10 booklets presenting concepts, activity guides, and biographical accounts; activity cards; game; fact cards
Unit II, "Acquiring Energy": 30 copies each of 12 booklets presenting concepts, activity guides, and biographical accounts; audio-tape; community exploration guides
Teacher materials, including teacher guides for each unit; evaluation tool kit, and teacher seminar guides - $325.00 per set

Tool Kit, including components such as a pulley, sextants, rigging sets, a motor, and dowels; also filmstrips, cassettes, and instruction booklets - $120.00

Film Set: 4 films approximately 70 minutes each, titles as follows: *A Whaling Voyage: Down to the Sea in Ships; Water Power; Lake Volta, the Changing Environment;* and *A Question of Values*, 16 mm set - $900.00, Super 8 mm optical sound set - $500.00. A two-year lease/purchase plan is available for purchase of film sets.

Mitsakos, Charles L., ed. *Family of Man: Family Studies*. Newton, MA: Selective Educational Equipment, 1974. The *Russian Family in Moscow* lesson (Model 1, Chapter I) illustrates the *Family of Man* project. Other titles in *Family of Man: Family Studies* include: *Hopi Indian Family, Japanese Family, Family of Early New England, Ashanti Family of Ghana, Kibbutz Family of Israel;* kit available for each title.

Russian Family in Moscow is part of a series of family-studies units that compose the first two levels of the *Family of Man*, an elementary (grades K-3) social studies program based on the work of the University of Minnesota Project Social Studies Center directed by Edith West. Each unit is designed as a learning system with a comprehensive teacher's guide and a kit containing artifacts, books, tape cassettes, study prints, filmstrips, printed originals, and other related material.

Although designed for grades 1-2, the materials may be used effectively from grades K-3, or as an enrichment program for older students. The program has a strong international/intercultural focus; it develops social science concepts, skills, and attitudes; and uses inquiry as a dominant teaching strategy.

Family of Man field testing results have been published in the Social Science Education Consortium *Data Book* (see "Books" section of Resources below). Evaluation results indicate that students using the *Family of Man* performed significantly better on standardized achievement tests than those using other programs tested.

Publisher: Selective Educational Equipment, Inc.
3 Bridge Street
Newton, MA 02195

Price: *Russian Family in Moscow* kit (cardboard box containing teacher's guide (paperbound), multimedia materials, and *The Rationale and Overview* - $248.00

Quigley, Charles N. *Your Rights and Responsibilities as an American Citizen.* Lexington, MA: Ginn, 1972. The lesson *Children's Island* (Model 6, Chapter I) illustrates *Your Rights and Responsibilities as an American Citizen.*

Your Rights and Responsibilities as an American Citizen, a civics casebook, was developed by the Committee on Civic Education at the University of California at Los Angeles. This 128 page book and its accompanying teacher's guide are designed to present the realities of American political and social life for students to analyze.

Written at fifth-grade reading level, some of the text could be read to children in third or fourth grades or be read easily by junior high school students. The high-interest materials should not insult the intelligence of any student. The paperbound text is composed of a series of open-ended case studies drawn from literature, history, and court records. These case studies are organized in five major units: "Liberty Under Law," "Freedom of Expression," "Freedom of Religion," Equal

Protection of the Law," and "Due Process of Law." For the most part, the teaching style in this program is teacher-led discussion. Suggestions for mock trials, classroom constitutions, and field study are included in the teacher's guide.

Publisher: Ginn and Company
191 Spring Street
Lexington, MA 02173

Price: Pupil text, *Your Rights and Responsibilities as an American Citizen* (paperbound) - $2.45
Teacher's guide, *Your Rights and Responsibilities as an American Citizen* - $2.90

Quigley, Charles N., and Robert H. Ratcliffe, Directors. *The World of Mankind*. Chicago, IL: Follett, 1973. *The Environments We Live In* lesson (Model 9, Chapter I) illustrates *The World of Mankind* project, Level Four. Other titles in *The World of Mankind* series include: *People in Our World, The Groups We Belong To, The Communities We Build, Man The Toolmaker, Cultures in Transition.* Pupil and teacher editions for each title are available from publisher.

The World of Mankind is a 1-6 social studies program developed under the directorship of Charles N. Quigley of the University of California at Los Angeles and Robert H. Ratcliffe of the University of Chicago. Each grade level contains elements of the following conceptual themes: self-knowledge, gaining knowledge, location, cultural change, physical change, political systems, economic systems, and groups and interaction. The lesson content and skills increase in complexity as the grade levels go up.

The student text and teacher's guide of *The Environments We Live In* examine these environments: the earth; the biomes of the world and North America; and homes, communities, states, and nations. The content includes living and nonliving things in the environment; plants, animals, and people's relationships to these elements are emphasized. The program could be adapted for grades 4-6.

Teaching methods include expository methods, modes of discovery and inquiry, and directed discussion. Open-ended case studies allow students to examine ecological problems in the United States. Map and globe skills are systematically developed using charts and graphs. Role playing, poetry, artwork, and music activities are encouraged. The materials for *World of Mankind* have been field tested in a variety of elementary classrooms.

Publisher: Follett Publishing Company
1010 West Washington Boulevard
Chicago, IL 60607

Price: Pupil text, *The Environments We Live In* (hardbound) - $5.43
Teacher's guide, *The Environments We Live In* (hardbound) - $7.11

San Francisco State College. *The Taba Program in Social Science.* Menlo Park, CA: Addison-Wesley, 1972. The lesson *People in Communities* (Model 3, Chapter I) illustrates Grade Three Level of *The Taba Program in Social Science.* Other titles in *The Taba Program in Social Science* include: *Anuk's Family of Bali* (K-1), *People in Families* (K-1), *People in Neighborhoods* (grade 2), *People in States* (grade 4), *People in America* (grade 5), *People in Change* (grades 6-7). Individual kits for each title are available from publisher.

The Taba Program in Social Science began in the 1960s under the direction of Hilda Taba with funding from the United States Office of Education, the Joint Council on Economic Education, and the Northern California Council on Economic Education. Mary C. Durkin of San Francisco State College; Anthony McNaughton of the University of Auckland, New Zealand; and Charles Myers of George Peabody College for Teachers now co-direct the project. Published materials for grades 1-7 are currently available.

People in Communities was designed as a year's work for third-grade pupils. The materials consist of a student text and a teacher's edition. The following main ideas are treated: interaction between people and their physical environment, influence of institutions on life styles, fulfillment of material and emotional needs, and circumstances which cause change. Four different communities are examined--Bedouin, Yoruba, Thai, and Norwegian. Teaching procedures include data gathering, categorizing, comparing, contrasting, and forming hypotheses and generalizations using various media. Group projects and discussions are also employed.

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Price: Pupil text, *People in Communities* (hardbound) - $5.25
Teacher's edition, *People in Communities* (hardbound) - $6.99

Senesh, Lawrence. *Our Working World*. Chicago, IL: Science Research Associates, 1973. The lesson *Families* (Model 8, Chapter I) illustrates the *Our Working World* program. Other titles in *Our Working World* series include: *Neighborhoods* (grade 2), *Cities* (grade 3), *Regions of the U.S.* (grade 4), *The American Way of Life* (grade 5), *Regions of the World* (grade 6).

Families is the first-grade text in the elementary social studies program developed at the University of Colorado by Lawrence Senesh. The text is the major component of a program that also includes a student workbook, records or cassettes, and a comprehensive teacher's resource guide. Sound filmstrips are available for the program in levels 3-6.

Although the program develops concepts from each of the social sciences, its focus is on economics. *Families* introduces children to choicemaking. Children develop analytical skills to help them solve problems in games, plays, stories, and everyday events in the classroom and at home. In this pioneer program in the "new social studies," a veritable gold mine of materials is included in the teacher's resource guide--lesson plans, simulations, music, stories, and poetry.

Publisher: Science Research Associates
259 East Erie Street
Chicago, IL 60611

Price: *Our Working World: Families* (grade 1 text), hardbound - $4.20
Our Working World: Families teacher's resource guide, paperbound - $8.40
Kit with 3 records and scriptbook for teacher - $18.00
Kit with 5 cassette tapes and scriptbook for teacher - $30.00

Section 2

Selected Valuing Models: Resources from Chapter II

Berlak, Harold, and Timothy Tomlinson. *People/Choices/Decisions.* New York, NY: Random House, 1973. The lesson *A Village Family* (Model 3, Chapter II) illustrates the *People/Choices/Decisions* program. Other titles in the *People/Choices/Decisions* project include: *One City Neighborhood* and *Changing Neighborhoods.*

People/Choices/Decisions is part of a social studies program developed at Washington University with funding from the United States Office of Education and other sources. Three units, *A Village Family, One City Neighborhood, and Changing Neighborhoods* are presently available. There will be 12 units when the project is complete.

A Village Family contains a teacher's edition, an activity book, a student text, three records (or four cassettes), and four filmstrips. The program was designed for grades 4-6 (can be adpated for 3-7) and takes six to eight weeks of school time. *A Village Family* is a case study of a Mexican family who move from a rural to an urban environment. It focuses on their economic situation and family decisions.

Alternative strategies for each lesson are offered in the teacher's edition. A major goal is to develop skills for discussing social and ethical values issues. "Issue Discussion Sequences" are included in each unit.

Publisher: Random House, Inc.
201 East 50th Street
New York, NY 10002

Prices: Pupil text, *One Mexican Family* (paperbound) - $2.49
Teacher's edition, *A Village Family* (paperbound) - $5.70
Activity book (stapled paper, consumable) - $0.81
4 Filmstrips: *Mexico; Azteca; A Decision; Carlos Dreams* - $6.90 each
3 Records: *Mexico; Azteca/A Decision; Felipe Considers a Change/Felipe Visits César* - $6.60 each (or cassettes - $7.80 each)

Brandwein, Paul F. and Judy H. Nelson. *The Social Sciences: Concepts and Values*. 2d ed. New York, NY: Harcourt Brace Jovanovich, 1975. *Concepts and Values*, Level Four (Orange) (Model 4, Chapter II) illustrates *The Social Sciences* project. Other titles in the *Concepts and Values* series include other levels: *Level One* (Blue), *Level Two* (Red), *Level Three* (Green), *Level Five* (Purple), *Level Six* (Brown); texts and other materials for each level available from publisher.

Concepts and Values, Level Four (Orange), is part of the K-8 comprehensive program for the social sciences, *Concepts and Values,* developed by the Center for the Study of Instruction under the direction of Paul F. Brandwein.

The pupil text is designed for fourth-grade level, but could easily be used by students in grades 3-5, depending on their reading ability. The high-interest reading material should appeal to all students. A series of sound filmstrips, a teacher's guide, and a student workbook accompany the text. The material at this level develops concepts from each of the social sciences and valuing models drawn from a series of six units: *Acting in a Group, Acting as a Person, Acting to Use Resources, Acting to Share Resources, Rules for Acting Together, Putting Together a Nation.*

The rationale for the program is in the teacher's guide, along with detailed suggestions for using the program materials and exceptionally well-defined evaluative strategies.

Publisher: Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Price: *The Social Sciences: Concepts and Values*: *Level Four* (Orange):
Pupil text - $4.95
Principles and Practices (teacher's edition) - $5.94
Text Tapes/Books on Tape: Orange (15 cassettes with teacher's notes) - $96.00
Teacher's notes for Text Tapes (separately) - $0.75
Activity book - $1.95
Teacher's edition for activity book - $2.94
Tests - $0.60
Answer key for tests - $0.30
Sound filmstrips: Orange (5 filmstrips, 5 cassettes or 5 records, teacher's notes):
  cassette version - $75.00
  record version - $69.00
Teacher's notes for filmstrips (separately) - $1.50

Glynn, Thomas, and Jere Kupecky. *First Things: Values*. Pleasantville, NY: Guidance Associates, 1972. The lesson *But It Isn't Yours* (Model 1, Chapter II) illustrates the *First Things: Values* series. Other titles in the series are: *The Trouble with Truth, That's No Fair!, You Promised!, What Do You Do About Rules?,* and *A Strategy for Teaching Values*.

But It Isn't Yours is part of a series of sound filmstrips based on the work of Lawrence Kohlberg and Robert Selman at the Center for Moral Education at Harvard University. *First Things: Values* is composed of six units, each containing a sound filmstrip and comprehensive teacher's guide. One of the kits is designed to serve as a teacher training program. The series, developed for use in grades 1-3, but adaptable for grades 1-6, helps students reason about moral issues. Each individual title in the series is self contained and takes a minimum of one class period for presentation.

But It Isn't Yours presents an unresolved dilemma about property rights. The focusing question of the lesson is: Is it ever right to borrow something without asking? The teacher's guide provides detailed suggestions for inquiry into this moral dilemma.

Preliminary evaluation indicates that these materials helped children reach a higher level of moral reasoning. Additional research is being conducted.

Publisher: Guidance Associates
Pleasantville, NY 10570

Price: Audiovisual kit (with record) - $19.50 per title
Audiovisual kit (with cassette tape) - $21.50 per title

Harmin, Merrill. *People Projects*. Menlo Park, CA: Addison-Wesley, 1973. The lesson *Who Is Your Napoleon?* (Model 8, Chapter II) illustrates the *People Projects* series.

People Projects consists of three sets of activity cards (40 in each set). Each set is identified by a letter which represents a recommended grade level. Field testing showed that Series A is most appropriate for children ages 9-11, Series B for ages 10-12, and Series C for ages 11-13;

but the content and activity are easily adaptable to higher and lower age levels. A teacher's manual includes suggestions for all sets.

The project cards are designed to help students: think about personal events; clarify confusions and inconsistencies; appreciate others' experiences; and develop listening skills, responsible self-direction, and mature value thinking. The activities develop language and human relations skills. The cards are intended as supplementary language arts and social studies materials. They should be used in self-directed ways, individually or in small groups. Directions are on each card. Activities include small group discussion, role playing, creative writing, interviewing, data gathering, and art projects.

Publisher: Language Arts Group
Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Price: *People Projects,* Sets A, B, and C (each set includes 40 activity cards and a teacher's manual) - $22.32 per set
People Projects Sampler (one activity card from each set and a teacher's manual) - $4.02

Jantz, Richard K., Thomas D. Yawkey, and Trudi A. Fulda. "Private Property." In "Readiness Strategies for the Moral Development of Young Children." Unpublished manuscript prepared for the National Council for the Social Studies, 1975. This lesson, "Private Property," is presented in Model 2, Chapter II. This paper is not available for purchase.

This is a single lesson designed to introduce young children (K-1) to the concept of private property. Pupils' coats and sweaters are used as examples of their personal property. Teacher strategies include discussion, chart presentation, and ongoing activities for developing pupils' concepts of private property.

Mitsakos, Charles L., ed. *Family of Man: Family Studies.* Newton, MA: Selective Educational Equipment, 1972. The lesson *Japanese Family* (Model 5, Chapter II) illustrates the *Family of Man* series.

The *Japanese Family* is part of a series of family study units that compose the first two levels of the *Family of Man*. See *Russian Family in Moscow* edited by Charles Mitsakos in "Resources for Chapter I" section for a description of *Family of Man,* including contents, strategy, and evaluation.

Publisher: Selective Educational Equipment, Inc.
3 Bridge Street
Newton, MA 02195

Price: *Japanese Family* kit (cardboard box containing teacher's guide (paperbound), multimedia materials, and *The Rationale and Overview* - $248.00

Shaftel, Fannie, and George Shaftel. *Values in Action.* New York, NY: Holt, Rinehart and Winston, 1970. The *Role-Playing Model* (Model 6, Chapter II) illustrates the *Values in Action* series.

Values in Action is a series of ten sound filmstrips. The accompanying teacher's guide is based on the "Role-Playing For Social Values" model of Fannie and George Shaftel. The series is produced as a complete kit containing open-ended filmstrip presentations and the teacher's guide, which includes a rationale, as well as detailed suggestions for conducting role playing and discussions that lead to values clarification.

The program helps students to "examine their values and to realize that there are varied ways of solving their problems."

Publisher: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017

Price: *Values in Action* kit (includes 10 filmstrips, three 33 1/3 r.p.m. records and teacher's guide) - $99.00

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* New York, NY: Hart, 1972. The *Alternative Action Search* lesson (Model 7, Chapter II) illustrates an example of this text.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students is a manual of 79 tactics which students and teachers can use to clarify and actualize personal values. The value clarification approach seeks to alleviate confusion and conflict about values by teaching students to use the processes of choosing, prizing, affirming and acting. Most of the strategies may be employed with any age level and any subject matter.

The handbook contains a brief rationale and description of the purpose of value clarification. Suggestions for using the 79 valuing strategies are also included. A statement of purpose and detailed teaching procedures accompany each strategy. Many teaching techniques are suggested: small and large group discussion, creative writing, art projects, games and simulations, value dilemmas, construction projects, and community activities. The authors sometimes recommend a particular sequence for three or four of the strategies, but most can be used independently in any order.

Publisher: Hart Publishing Company, Inc.
719 Broadway
New York, NY 10003

Price: Teacher text (paperbound) - $3.95

Section 3

Teacher Resources: Books, Booklets, and Multimedia

Adair, Margaret W., and Elizabeth Patapoff. *Folk Puppet Plays For Social Studies*. New York, NY: John Day, 1972.

This teacher text employs folklore and puppetry as instruments for teaching social studies. Scripts, production notes, and study notes are given for 16 puppet plays to be used for grades 2-7. The folklore content fosters geographic, cultural, and historical awareness. The interdependence of people is emphasized. In an introductory chapter the authors outline a procedure for adapting any folktale or legend for puppets.

Publisher: The John Day Company
257 Park Avenue South
New York, NY 10010

Price: Teacher text: *Folk Puppet Plays for the Social Studies* (hardbound) - $6.95
Additional text: *Do-It-in-a-Day Puppets for Beginners* (hardbound) - $5.95

Albertson, D. Richard, and Cecil J. Hannan. *Twenty Exercises for the Classroom.* Fairfax, VA: National Training Laboratory Learning Resource Corporation, 1972.

This packet of lessons is designed to help elementary and secondary teachers use sensitivity and group processes. The lessons focus on discussing, listening, problem solving, decision making, consensus building, and leadership. Activities include brainstorming, role playing, and problem analysis.

Publisher: NTL Learning Resources Corporation
2817 North Dorr Avenue
Fairfax, VA 20030

Price: Teacher text (looseleaf, paper folder) - $4.00

Banks, James A. *Teaching Strategies for Ethnic Studies.* Rockleigh, NJ: Allyn and Bacon, 1975.

This book includes scores of useful guidelines for teaching ethnic studies. It contains: suggested readings for students and teachers; chronologies of key events for each ethnic group; selected learning activities; and appendixes which list films, filmstrips, ethnic periodicals, and criteria for evaluating treatment of minorities and women in learning materials.

Publisher: Allyn and Bacon, Longwood Division
Link Drive
Rockleigh, NJ 07647

Price: Teacher text (paperbound) - $6.95
Teacher text (hardbound) - $12.95

Dunfee, Maxine, and Claudia Crump. *Teaching for Social Values in Social Studies.* Washington, DC: Association for Childhood Education International, 1974.

This resource illustrates how different value clarification techniques relate to pupil's self images, prejudices, friendships, environment, and self government.

Publisher: Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Price: Teacher text (paperbound) - $2.75

Fraenkel, Jack R. *Helping Students Think and Value: Strategies for Teaching the Social Studies.* Englewood Cliffs, NJ: Prentice-Hall, 1973.

Chapters in this teacher text focus on subject matter selection, learning activities, teaching procedures to develop thinking and valuing, and evaluation. Each chapter includes objectives, a statement of abilities the teacher should develop, a presentation of the main theme, and a self-test. Key ideas are summarized in chart form and teacher questions are systematically sequenced.

Publisher: Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Price: Text (hardbound) - $7.95

Freedman, Miriam, and Teri Perl. *A Sourcebook for Substitutes and Other Teachers*. Menlo Park, CA: Addison-Wesley, 1974.

This sourcebook contains a collection of classroom activities to enrich all subject areas. Materials include games, puzzles, and discovery activities for students of varying abilities. Ditto masters are available for exercises which require hand outs.

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Price: Teacher text (paperbound) - $6.00
Ditto masters - price available from publisher

Furth, Hans G., and Harry Wachs. *Thinking Goes To School: Piaget's Theory in Practice*. New York, NY: Oxford University Press, 1974.

Thinking Goes To School is a practical guide to Piaget's theory. The book offers a vast number of "thinking" activities. There are 179 games and exercises described for primary age children. "Thinking Games" include: "General Movement Thinking," "Discrimative Movement Thinking," "Visual Thinking," "Auditory Thinking," "Hand Thinking," "Graphic Thinking," "Logical Thinking," and "Social Thinking." Content for the book is based on the program of the Tyler Thinking School in Charleston, West Virginia.

Publisher: Oxford University Press
200 Madison Avenue
New York, NY 10016

Price: Teacher text (hardbound) - $8.95

Haley, Frances, ed. *Profiles of Promise*. Boulder, CO: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1973-74.

Profiles of Promise is a set of 45 pamphlets which describe innovative K-12 social studies practices throughout the country. Each *Profile* describes a particular program, its school setting, the program design and implementation, evaluative comment, and bibliographic and personal references to be consulted if an educator wishes to adapt the program.

Publisher: ERIC/ChESS
and Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302

Price: Pub. #166: 45 pamphlets, 4 pp. each (1973-74) - $15.00

Hansford, Bruce W. *Quality and the Small School: A Progress Report on the Programs Developed by the Western States Small School Project for Colorado.* Denver, CO: Colorado Department of Education, 1968. ED 027 107, 53 pages. EDRS price: MF-$0.83; HC-$3.50.

This booklet describes programs under the supervision of Barbara and Louis Fischer, in which individual learning styles are identified (i.e., the *incremental learner* proceeds in a step-by-step fashion to learn concepts; the *intuitive learner* solves problems by insightful leaps and can skip steps in the cognitive chain; etc.). The booklet includes suggestions for the best teaching strategies for each of the ten learning styles identified.

Harmin, Merrill, *et. al. Clarifying Values Through Subject Matter.* Minneapolis, MN: Winston Press, 1973.

This publication shows how value clarification techniques can be used in 20 subject areas including all the subjects taught in elementary grades.

Publisher: Winston Press
25 Groveland Terrace
Minneapolis, MN 55403

Price: Teacher Text (paperback) - $2.95

Heine, Lucy, and Betty Rahaim. *Prescriptive Education: Diagnosis and Implementation.* Marianna, FL: Jackson County Public Schools, 1973. ED 073 606, 23 pages. EDRS price: MF-$0.83; HC-$2.06.

The authors present a rationale for a prescriptive teaching approach and discuss materials appropriate to both diagnostic and instructional phases of prescriptive teaching. Prescriptive education is defined as an approach to curriculum based on thorough diagnostic evaluation of each child's specific learning abilities and disabilities.

This booklet includes instruments for assessing students' perceptual motor abilities, spelling difficulties, arithmetic difficulties, behavior, speech and language problems, and reading problems. The authors recommend that teachers use descriptive data to analyze learning tasks (using either a behavioral approach or analysis of task presentation and response), to develop teaching strategies, and to establish terminal criteria. The importance of evaluation procedures in prescriptive teaching is stressed.

Hunt, David E. *Learning Styles and Teaching Strategies.* Paper presented at National Council for the Social Studies, Boston, MA, 21 November 1972. ED 075 275, 25 pages. EDRS price: MF-$0.83; HC-$2.06.

Teachers use a variety of teaching strategies or models so that a range of educational environments will be available to meet various student needs. A model is described for matching these teaching strategies to students in terms of their learning styles; its construct validity is discussed. The model is based on principles of matching according to variations in conceptual level. Coordination of teaching strategies with this conceptual level matching model requires that techniques be described in terms of their degree of structure.

Jonson, Laurie Olsen. *Nonsexist Curricular Materials for Elementary Schools.* Old Westbury, NY: The Feminist Press, 1974.

This packet of looseleaf materials includes checklists for evaluating curricular materials, consciousness-raising activities, and a bibliography of materials for women's studies. Student reading selections designed for elementary students are accompanied by relevant questions and activities.

Publisher:	The Feminist Press Box 334 Old Westbury, NY 11568
Price:	Total package - $5.00

Joyce, Bruce R. *New Strategies for Social Education.* Chicago, IL: Science Research Associates, 1972.

Although this is a textbook, it presents practical suggestions for many alternatives in social studies. The modules on teaching skills, the filmstrips, and the audio tapes contain instructional programs through which social studies teachers can learn a basic set of teaching procedures for social studies. Consideration is given to the intellectual, social, and personal dimensions of social education. Lessons are suggested from existing social studies materials. Curriculum organization and planning is included, and special consideration is given to teaching resources and inquiry strategies. The bibliography and index are extensive.

Publisher:	Science Research Associates College Division 1540 Page Mill Road Palo Alto, CA 94304
Price:	*New Strategies for Social Education* (hardbound) - $7.96 *Basic Teaching Skills Manual* (paperbound) - $2.40 *Three Teaching Strategies Manual* (paperbound) - $2.88

Lippitt, Ronald, Robert Fox, and Lucille Schaible. *The Teacher's Role in Social Science Investigation.* Chicago, IL: Science Research Associates, 1969.

A general guide for all social studies teachers, this book was written to accompany the *Social Science Laboratory Units*, a social psychology program for intermediate grades. The guide assists teachers in teaching the inquiry process to elementary students. The book discusses inquiry development, behavior specimens, techniques and skills of observation and data-gathering, interviews and questionnaires, and organizational designs for laboratory learning.

Publisher: Science Research Associates
259 East Erie Street
Chicago, IL 60611

Price: Teacher text (paperbound) - $3.39

Meyers, Elizabeth S., Helen H. Ball, and Marjorie Crutchfield. *The Kindergarten Teacher's Handbook*. Los Angeles, CA: Gramercy Press, 1973.

The Kindergarten Teacher's Handbook is a guide to an individualized kindergarten program. Methods are given for assessing each child's ability and for dealing with problems in seven areas of child development. The prescriptive plan outlined in this book is based on an actual kindergarten program in Manhattan Beach, California.

Publisher: Gramercy Press
P.O. Box 77632
Los Angeles, CA 90007

Price: Teacher text (paperbound) - $3.00

Ochoa, Anna, and Rodney F. Allen. "Creative Teacher-Student Learning Experiences About the City." In *Teaching About Life in the City*, Richard Wisniewski, ed. 42nd Yearbook. Washington, DC: National Council for the Social Studies (NCSS), 1972. ED 069 594, 320 pages. EDRS price: MF-$0.83; HC-$16.73. Also available from NCSS.

Chapter Five in the 42nd Yearbook of NCSS includes knowing, sensitivity, social participation, valuing, community, and social action experiences about the city. Extensive resources are suggested. Poems, songs, discussion topics, field trip suggestions, case studies, value clarification exercises, and original source materials are included.

Publisher: National Council for the Social Studies
2030 M Street, NW, Suite 406
Washington, DC 20036

Price: *Teaching About Life in the City* (paperbound) - $5.50
Teaching About Life in the City (clothbound) - $7.00
Teaching About Life in the City (clothbound) - $7.00

Pratt, Robert B. *Perspectives: A Social Studies Handbook for Secondary Teachers, 7-12.* Des Moines, IA: Department of Public Instruction, 1974.

Although this handbook was designed for grade 7-12 teachers, it is useful to anyone involved in social studies curriculum planning. Topics covered are questioning techniques, interaction analysis, curriculum materials analysis, and curriculum revision. The activities suggested in *Perspectives* offer practical ways to implement sound educational theory.

Publisher: State of Iowa
Department of Public Instruction
Information and Public Services
Grimes State Office Building
Des Moines, IA 50319

Price: Text (paperbound) - $2.06
Teacher's guide (looseleaf, hardbound) - $1.03

Roselle, Daniel. *A Parent's Guide to the Social Studies.* Washington, DC: National Council for the Social Studies, 1974. ED 098 104, 15 pages. EDRS price: MF-$0.83; HC not available from EDRS. Available from NCSS.

This 15-page guide, available inexpensively from the National Council for the Social Studies, answers questons about social studies for parents and lists ways parents can help their children. It is a valuable book for parent-teacher meetings.

Publisher: National Council for the Social Studies (NCSS)
2030 M Street, NW, Suite 406
Washington, DC 20036

Price: *A Parent's Guide to the Social Studies* (pamphlet) - $0.75 single copy
Bulk prices available from NCSS: over 300 copies - $0.20 each

Rosenberg, Marshall B. *Diagnostic Teaching*. Seattle, WA: Special Child Publications, 1968.

Marshall Rosenberg characterizes the following learning styles of pupils: rigid-inhibited, undisciplined, acceptance-anxious, and creative. He also identifies ways to observe their dominant learning style(s) by observing their attentive, motor, visual-receptive, auditory-receptive, conceptual, and automatic skills. He includes suggestions for behavioral observation of students and for adjusting teaching methods to individual learning styles.

Publisher: Special Child Publications
Division of Bernie Straub Publishing Company, Inc.
4335 Union Bay Place, NE
Seattle, WA 98105

Price: *Diagnostic Teaching* (paperback) - $4.95

Selman, Robert L. *et. al*. *First Things: A Strategy for Teaching Social Reasoning*. Pleasantville, NY: Guidance Associates, 1974.

The teacher component for the *First Things: Social Reasoning* series consists of two sound filmstrips and a teacher's guide. The films explain the social reasoning process and show a teacher leading elementary pupils in discussions of interpersonal and intergroup dilemmas.

Publisher: Guidance Associates
757 Third Avenue
New York, NY 10017

Price: Two filmstrips with 1 LP record - $22.50
Two filmstrips with 1 cassette - $22.50
(Teacher's guide included)

Smith, Lloyd L., and Joan E. Schreiber. *Social Studies K-6: A Guide for Curriculum Revision*. Des Moines, IA: Department of Public Instruction, 1970. ED 052 113, 260 pages. EDRS price: MF-$0.83; HC-$14.05.

This comprehensive guide for social studies curriculum revision in Iowa is practical for any social studies teacher or educator involved in curriculum planning. It contains examples of scope and sequence designs, examples of teaching procedures, experimental programs, and projects. A very complete appendix lists: five patterns for revision, social studies skills chart, taxonomy of map and globe skills for primary grades, diagrams of physical arrangements of elementary classrooms, a model for selecting instructional materials, a model for an instructional materials center, and a selected bibliography for elementary social studies.

Social Science Education Consortium. *Social Studies Curriculum Materials Data Book*. Boulder, CO: Social Science Education Consortium, 1971-1976 (Supplements and revisions added twice yearly).

The SSEC *Data Book* is a two-volume, loose-leaf reference book which contains detailed data sheets on curriculum projects, textbooks, games, and simulations, supplementary materials, and teacher resources. Each of the data sheets is a two-page analysis and includes: an overview of the materials, specific description of the format, elements of the materials and cost, information about required time for implementation, description of intended user characteristics, the rationale and objectives, description of content, explanation of teaching strategies, and evaluative data. Supplements to the *Data Book* are published twice yearly.

Publisher: Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302

Price: *Data Book* (3 volumes, loose-leaf notebooks) - $55.00
Two annual supplements (subscription, per year) - $15.00

Suid, Murray, and Roberta Suid. *Happy Birthday to U.S.* Menlo Park CA: Addison-Wesley, 1975.

One of the Addison-Wesley Innovative Series, this book contains 115 activities to celebrate America's 200th birthday. It is a do-it-yourself book, which invites the reader to write things in the book, paste in photographs and drawings, and to go outside for action projects. There are activities about the past, and about land, values, people, culture, work, and technology. Resources are listed for future learning.

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Price: *Happy Birthday to U.S.* - $2.97

Superka, Douglas P., Christine Ahrens, Judith E. Hedstrom, with Luther J. Ford and Patricia L. Johnson. *Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography.* Boulder, CO: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1976.

In this publication, Superka *et. al.* present a classification scheme for five approaches to values education. They offer an instrument for analyzing values education materials and an extensive bibliography of resources for values education. These resources are useful to students, teachers, and all educators.

Publisher: ERIC/ChESS
and Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Price: *Values Education Sourcebook* (paperbound) - $10.95

Taba, Hilda, *et. al.* *Teacher's Handbook For Elementary Social Studies.* Menlo Park, CA: Addison-Wesley, 1967.

This publication presents rationale and teaching strategies for the Taba method. It describes the program developed at San Francisco State College and in Contra Costa County Schools in California during a ten year period, funded by a grant from the United States Office of Education. The book includes the theoretical setting for the curriculum design, teaching procedures for developing cognitive skills, and appropriate learning sequences to develop the spiral curriculum. It is especially useful to teachers interested in developing cognitive processes, and it is relevant for all school subjects.

Publisher: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Price: Teacher text (paperbound) - $5.95

Turner, Mary Jane. *Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies*. Boulder, CO: Social Science Education Consortium, 1971.

Published jointly by the American Political Science Association, The Center for Education in the Social Sciences, ERIC Clearinghouse for Social Studies/Social Science Education, and the Social Science Education Consortium, this book analyzes curriculum materials related to political science. There are 49 packages of materials analyzed.

Publisher: Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

Price: *Materials for Civics, Government, and Problems of Democracy*
paperback - $4.25
clothbound - $5.95

Section 4

Teacher Resources: Articles and Periodicals

Most of the articles in this section are from *Social Education*, the official journal of the National Council for the Social Studies (NCSS). Daniel Roselle is the general editor of *Social Education;* it is published seven times a year (October through May). *Social Education* features articles on a central theme for each issue, as well as the following on-going features: ERIC Clearinghouse resources, Book Reviews, Curriculum Information Network, progress reports on NCSS Curriculum Guidelines, a research supplement, and sections on elementary education and instructional media.

If you wish to read the articles annotated in this section, check your school or local university library to see if they subscribe to *Social Education*. If you would like to subscribe to this journal, you can do so by becoming a member of NCSS for $15.00 per year; this fee also entitles you to receive the annual NCSS Yearbook and the NCSS newsletter. Subscription without membership is $15.00 per year; single copies, $3.00 each. Address your inquiries or order to: National Council for the Social Studies, 1515 Wilson Boulevard, Arlington, VA 22209.

Ordering information for other periodicals represented in this section is included in the annotations.

Haley, Frances. "Project Materials Analyses." *Social Education*, 36:7 (November 1972) 718-771.

The November 1972 issue of *Social Education* analyzes 26 social studies projects developed with national funding and now commercially available. Each project is analyzed in terms of: background, product characteristics, rationale and objectives, content, methodology, conditions for implementation, and evaluation.

Among the 26 projects analyzed in this article, 11 are elementary programs. These programs, and their developers, follow:

1. *Materials and Activities for Teachers and Children* (MATCH), Boston Children's Museum.
2. *Your Rights and Responsibilities as an American Citizen*, University of California at Los Angeles, Committee on Civic Education.
3. *Elementary Economics Project*, University of Chicago, Industrial Relations Center.
4. *Our Working World*, University of Colorado.
5. *Man: A Course of Study*, Education Development Center, Inc.
6. *Concepts and Inquiry*, Educational Research Council of America.
7. *Anthropology Curriculum Project*, University of Georgia.
8. *Elementary Social Science Education Program*, University of Michigan.
9. *Project Social Studies*, University of Minnesota.
10. *Taba Social Studies Curriculum Project*, San Francisco State College.
11. *Intergroup Relations Curriculum*, Tufts University, Lincoln Filene Center.

Levy, Tedd. "Supplementary Materials: The Great Potential." *Social Education*, 36:7 (November 1972) 783-793.

This article identifies a representative sampling of supplementary materials that support new approaches to social studies education. Materials are listed which: have an affective emphasis, appeal to reluctant learners, are relevant to student concerns, can be used by students of various ages in various subjects, and are readily available. Realia, print packages, slides, sound and sight materials, supplementary texts, and games and simulations are included.

NCSS Task Force on Curriculum Guidelines. "Social Studies Curriculum Guidelines." *Social Education*, 35:8 (December 1971) 853-869.

The entire December 1971 issue of Social Education is devoted to guidelines for social studies. It is the position statement of the National Council for the Social Studies and consists of a rationale, a set of criteria, and a checklist for evaluating social studies programs and materials.

The NCSS *Social Studies Curriculum Guidelines* are also published in pamphlet form, available from NCSS, 2030 M Street, NW, Suite 406, Washington, DC 20036, for $1.50 per single copy.

"Notable Children's Trade Books in the Field of Social Studies." *Social Education,* 39:3 (March 1975) 172-176.

An advisory committee of the National Council for the Social Studies selected outstanding books for children in the following categories: American heritage, U.S. ethnic cultures, native Americans, women, self understanding, ecology, law and justice, social concerns, work, community, ancient and medieval history, and world areas.

Risinger, C. Frederick, ed. *News and Notes on the Social Sciences.* Bloomington, IN: Office of the Coordinator for School Social Studies, Indiana University, 1973. ED 079 216, 38 pages. EDRS price for *News and Notes on the Social Sciences*, (Spring 1973), MF-$0.83. Also available from publisher.

News and Notes is a publication of the Office of the Coordinator for School Social Studies at Indiana University. It is a newsletter which is published several times each year. "What's New in Social Studies," reports on classroom projects, curriculum projects and materials, and opportunities for professional growth are among topics included in this publication. One subscription per school is free upon request.

Publisher: Office of the Coordinator for School Social Studies
Indiana University
Bloomington, Indiana 47401

Price: One subscription per school free upon request

Social Science Education Consortium. *SSEC Newsletter*. Boulder, CO: Social Science Education Consortium. Subscription to the *SSEC Newsletter* is free upon request to SSEC, 855 Broadway, Boulder, CO 80302. Single copies of back issues are also free, but bulk orders of single issues cost 20¢ per copy.

The SSEC *Newsletter,* published four times a year, focuses on social science education, describes new curriculum materials, and announces interesting research efforts. Alternate issues have a lead article featuring an in-depth discussion of a topic of current concern in social science. The *Newsletter* also includes two supplements from the ERIC Clearinghouse for Social Studies/Social Science Education, "ChESS Board," and "Looking At."

Washburn, David E. "Where To Find Ethnic Materials." *Social Education,* 39:1 (January 1975) 40-41.

In the Sources and Resources section of *Social Education,* David Washburn has listed school districts that have ethnic materials for purchase. Black American, Mexican American, Asian American, Native American, bilingual, and multiethnic materials are included.